

DOCUMENT RESUME

ED 200 565

SP 017 855

AUTHOR Krajewski, Robert J.; Shuman, R. Baird
 TITLE The Beginning Teacher: A Practical Guide to Problem Solving.
 INSTITUTION National Education Association, Washington, D.C.
 REPORT NO IBSN-0-8106-1489-8
 PUB DATE 79
 NOTE 128p.
 AVAILABLE FROM NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516 (Stock No. 1489-8-00, \$6.75).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
 DESCRIPTORS *Beginning Teachers; *Classroom Techniques; Community Attitudes; Discipline; Higher Education; Individual Development; Lesson Plans; Parent Teacher Cooperation; Peer Relationship; Principals; *Problem Solving; *Professional Development; Student Motivation; Student Teacher Relationship; Teacher Administrator Relationship; *Teacher Effectiveness; Teacher Evaluation; *Teaching Experience

ABSTRACT

This book for beginning teachers is developed around six key problem areas: transition from student to teacher; professionalism; relationships (with students, parents, other teachers, principals, supervisors, school staff, and visiting consultants); lesson plans; discipline; and evaluation. A theoretical base is first established for each area and then followed by appropriate case studies. The case studies are followed by questions for thought and discussion as well as by suggested projects. In this way, teachers may work through problems and arrive at their own solutions. (Authors/JD)

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ASPECTS OF LEARNING

by
Robert J. Krajewski
R. Baird Shuman

A National Education Association Publication

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The Beginning Teacher: A Practical Guide to Problem Solving

by
Robert J. Krajewski
R. Baird Shuman



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Washington, D.C.

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Stock No. 1489-8-00

Note

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Library of Congress Cataloging in Publication Data

Krajewski, Robert J
The beginning teacher.

(Aspects of learning)

I. First year teachers. I. Shuman, Robert Baird,
joint author. II. Title. III. Series: National
Education Association of the United States. NEA aspects
of learning.

LB2843.F5K7 371.1⁰² 78-26001
ISBN 0-8106-1489-8

For Allan S. Hurlburt,
Professor Emeritus of Education,
Duke University,
who spent a lifetime helping to
train teachers of vision and
supervisors with heart.

—R. J. K.

—R. B. S.

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Preface

Despite the fact that nearly all beginning teachers have been exposed to extended periods of student teaching, the first months of the initial regular teaching assignments leave many feeling bewildered and alone. Typically you will have to deal with your adjustment problems while teaching five or more hours a day (and sometimes new teachers are assigned the most difficult and demanding classes). Besides teaching and preparation, many beginning teachers will be assigned homerooms, bus and cafeteria duty, and advisory roles in school clubs or other activities.

Given these facts, it is not surprising that many beginners in the teaching profession feel isolated and, at times, demoralized during the first months on the job. Some are reluctant to seek the help they need because they do not want to appear weak; rather they struggle along, living from day to day, hoping that things will get better—and quite remarkably, this is usually what happens. The third and fourth months in any teaching situation are easier than the first and second. The second year is light years apart from the first. In survival is hope; and, to paraphrase from Faulkner's Nobel Peace Prize acceptance speech, most teachers not only survive, they ultimately prevail.

This book has to do with both surviving and prevailing. Both authors have had considerable teaching experience at the school level, and both have been actively involved in the supervision of teaching interns for many years. This book is based upon our experiences in the schools. The case studies, while fictionalized, all have some basis in fact. They represent typical problems that teachers face.

We have sought to establish a theoretical base in each chapter and then to proceed, in most instances, to the presentation of appropriate case studies. The case studies are followed by questions for thought and discussion as well as by suggested projects. We have proceeded in this way because we believe that teachers must work through problems and arrive at their own solutions, each of which will be unique to the situation in which individual teachers find themselves. There are no absolute answers to most of the questions we pose. Instead, many types of possible solutions exist, some appropriate to one teaching situation, others appropriate to another teaching situation. As you work through the case studies and the related questions and projects, you will find your perceptions sharpening and your problem-solving skills improving.

The essential responsibility for writing chapter 1, "Transition to Teacher," was shared and grew out of an earlier collaboration of the authors entitled "Seven Touchstones for Beginning Teachers." That basic article was revised significantly for use in *The Beginning Teacher: A Practical Guide to Problem Solving*. Professor Krajewski assumed the major responsibility for writing chapter 2, "Professionalism"; chapter 4, "Lesson Plans"; chapter 6, "Evaluation"; and chapter 7, "Succeeding as a Teacher." Professor Shuman assumed the major responsibility for writing chapter 3, "Relationships," and chapter 5, "Discipline." Each author read and revised the work of the other and strove to produce a book which is consistent in style and outlook.

It is the hope and expectation of the authors that *The Beginning Teacher: A Practical Guide to Problem Solving* will help its readers to see their teaching situations in new ways and to cope with them professionally and effectively—as well as creatively. Perhaps through using this book, beginning teachers will feel less alone in dealing with their problems and will come to realize that they are not demonstrating weakness in seeking help from professional colleagues. Remember that these educators were once at the stage at which you now find yourself. They know what it is like to be a new teacher in a strange situation, and they can point you to solutions for many of your most pressing problems.

Those who think that their problems as beginning teachers are unique should also read Kevin Ryan's *Don't Smile Until Christmas* (Chicago: University of Chicago Press, 1970), a collection of anecdotal records kept by beginning teachers. In reading this collection, you will see mirror images of the problems which beset you in the classroom every day. If our book succeeds in helping you work through some of these problems, we will consider our time spent in writing it well spent indeed.

The writers are grateful to the many teachers, teaching interns, and students with whom they have worked through the years. Particular thanks must be accorded to Joyce Wasdell, P. Talmadge Lancaster, and William Freitag for their help in arranging situations in which the authors were able to observe classrooms firsthand.

Various colleagues at Duke University, Texas Tech, Auburn University, and the University of Illinois at Urbana-Champaign have provided encouragement as our work progressed, and we are in their debt more than they can know.

The manuscript was readied for the printer by three devoted typists, Lin Krajewski, Pamela Royer, and Eileen Posluszny, who at times also gave editorial advice and assistance.

M. Dale Baughman, editor of *Contemporary Education*, and Indiana State University graciously granted the authors permission to reprint their article, "Seven Touchstones for Beginning Teachers," which first appeared in *Contemporary Education* 47 (Winter 1976).

CHAPTER 1

Transition to Teacher

SEVEN TOUCHSTONES FOR BEGINNING TEACHERS*

In most cases several factors conspire to make one's first day of full-fledged teaching an unsettling experience. Even though as a beginning teacher you have generally been exposed to a teaching internship of at least seven or eight weeks prior to taking your first job and have gained a degree of confidence as a result of having completed this internship, on your first day as a regular teacher, you may be likely to suffer from anxieties unlike any you may have previously experienced.

In the first place, new teachers generally begin their work at the start of a school year, whereas in the typical student teaching internship, the school year is under way when the intern or student teacher arrives, and an experienced cooperating teacher who already knows the youngsters is in control of the situation. Also, interns usually observe the classes they are expected to teach before assuming responsibility; they have therefore learned the names of many of the students and have become familiar with some of the teaching procedures used. Further, typical interns are placed close enough to the college campus that they are able to turn to professors for help they might need in meeting the demands of the teaching situation.

No matter how much orientation new teachers may have had before the beginning of school, the knowledge that what happens on the first day may spell success or failure in the initial teaching situation may cause anxiety. This realization is often disquieting; and as the hour arrives to meet students for the first time, tension may understandably build within,

* The material in this chapter originally appeared as an article by Robert J. Krajewski and R. Baird Shuman, "Seven Touchstones for Beginning Teachers," in *Contemporary Education* 47 (Winter 1976), pp. 96-100. It is reprinted with the permission of the authors and Indiana State University. Copyright © 1977 by Indiana State University.

sometimes to the point of making it difficult to cope as well as one might otherwise do with the exigencies and demands of the initial situation.

As a beginning teacher you can approach your job with much greater assurance and effectiveness if you give some prior thought to the following recommendations and if you make significant headway in developing in the directions suggested.

Knowing and Accepting Oneself. The wisdom of the Socratic imperative "Know thyself" is quite universally acknowledged; it is deemed as important by modern psychologists and psychiatrists as it was earlier by philosophers, theologians, and others vitally concerned with the human condition. It is virtually impossible for one to teach well without having come to an intellectual understanding and acceptance of oneself. Until one has done so, it is difficult to accept and understand others.

Coming to know and understand oneself is a lifelong process, but entry into this important process can be significantly aided in a number of ways. To begin with, you might occasionally attempt to make an inventory of your strong and weak points. Everyone has some of each, but not all are able to recognize their strengths and weaknesses realistically. In recent years many people have been shocked, for example, when, in sensitivity encounters, they have discovered that the image they project is drastically different from the image they thought they projected. Seeing yourself as others see you, to paraphrase Robert Eurns, is exceedingly difficult but vitally necessary to one who would succeed in any position which necessitates such extensive interaction with people as teaching necessarily does.

Most schools of education use rating sheets to judge the performance of student teachers. It may be helpful to obtain such rating sheets and occasionally fill them out for yourself, using them for your own guidance. Or perhaps you should draw up your own rating sheet, filling it out for yourself and asking others who know you well to fill it out also. The image that you think you project tells a great deal about your value system, and often the image that you project to others has little to do with those values which you actually think you hold and exemplify.

Before you can accept yourself as a teacher, you must accept yourself as a person. Once you have done this, you are well on the road to accepting students and professional colleagues, varying as they do in mental and physical capacity, likes and dislikes, needs and desires. This is the point at which a person is ready to grow into becoming an effective teacher, building on strengths and working on weaknesses so that they do not interfere unduly with teaching performance or with interpersonal relationships.

Building Self-Confidence. Self-confidence is as much a prerequisite for successful teaching as self-knowledge, and these two qualities are complementary. Some people naturally have more self-confidence than others, but nearly everyone has had to work hard in order to gain whatever self-confidence has been achieved.

Perhaps the greatest single attribute to be developed by one trying to build self-confidence is a sense of humor. The person who can laugh at

him/herself generally possesses self-confidence and seldom is on the defensive. Students can be very threatening to teachers who are basically insecure, and such teachers may deal harshly though not very effectively with students who are threatening to them.

As a teacher, remember that you are older, more experienced, and better trained in your subject area than those you are teaching. Those being taught may be more experienced and better trained in some areas than the teacher. This situation should lead to mutual respect rather than to a defensive attitude. The beginning teacher who feels threatened should not lash out against the threat but should instead wait a moment, gain composure, and react as maturely and rationally as possible. Not every classroom situation will be amenable to this kind of treatment, but many potentially explosive situations can best be dealt with through this sort of judicious handling.

The person who develops self-confidence and assurance will be not only a better teacher but a happier person and will also be in the best position to bring happiness and meaning into the lives of others; therefore the time spent in developing oneself in this area is indeed well spent.

Developing Attitude. It is important that the first steps you take professionally be as strong and solid as possible. Attitude is an infectious quality. Teachers can infect their students with an enthusiastic, bright, positive attitude only if they themselves have such an attitude. Not everyone is demonstrative, nor is everyone equally able to project to others the attitudes which will lead to a good classroom atmosphere.

Students form early, almost immediate, impressions about teacher attitudes. Most of these impressions are conveyed nonverbally. One's clothing and decorum communicate a great deal about a person. Posture can be revealing, as can such characteristics as moving around when teaching or sitting or standing in one place. A smile, a friendly word, a pat on the back can project attitude quite accurately to the student entering a new situation for the first time.

Attitude is reflected by the physical atmosphere of the classroom. If the room has been made attractive with plants and pictures, students will enjoy being in it. If seating arrangements are frequently changed, students will show more interest in the class. A bright and cheerful classroom with personal touches, some provided in time by the students themselves, also reflects attitude.

But even more important, from the first day plan varied activities within your classroom. The interested student does not become the problem student. The more interested the student becomes in classroom activities, the more hope there is that the student will be successful.

Beginning teachers might especially remember one pertinent fact: student attitudes in a class are likely to reflect ultimately the teacher's attitude toward learning and toward the students. Bearing this in mind, no teacher can afford to project an attitude which bespeaks negativism, nonacceptance, or lack of enthusiasm.

Planning. When facing your students for the first time, it is essential to be prepared for them so that they will feel vitally involved in classroom activities from the start. One beginning activity which might be useful is to have students work on an interest inventory, indicating what they like to do outside the school environment: television shows they watch most often, movies they have enjoyed, hobbies they pursue, and special abilities they possess. Such an inventory should ask specific questions and should serve to assist you in planning future classroom activities. The resulting information may also serve as the basis for discussion at some later date.

Preplanning, organizing, and structuring lessons are of the utmost importance to beginning teachers. This is not to imply that you should stick doggedly to your plans if student interest leads the class into other productive areas or activities. Specific plans are needed, however, to lend direction when the necessity to do so is apparent. Students tend to look to the teacher for direction, and if the teacher cannot provide it, the classroom situation may deteriorate rapidly.

In the early days of the term it is also important to come to know one's students as well as possible so that future planning can take into account student interests and abilities in the most individual way possible. The interest inventory can be of great assistance in this regard. Seating charts can also be useful to the beginning teacher who is trying to associate names and faces as rapidly as possible.

Strive to accept all students as individuals worthy of respect and distinct in their needs. The activities you plan for the first several days may well establish the tone for the whole year. Good planning reflects the teacher's interest in the class and an awareness of the needs of its members. Teachers who attempt to make students conform to the requirements of lesson plans rather than to make lesson plans reflect the needs and interests of students will predictably have difficulty in motivating classes, and out of this difficulty will grow discipline problems or an apathy which will be hard to overcome once the tone of the class has been set.

Lessons should have specific, stated objectives which are clearly understandable to students of the grade level in question. Lessons should fulfill actual needs, they should have a value which students can comprehend, they should be as interesting and relevant as possible, and they should involve students in situations requiring interaction.

Plans should permit and specify varying approaches and techniques so that learning does not degenerate into a dull and deadening routine. Some provision should be made for evaluating the learning that has taken place, and there should be as much reinforcement as possible in the learning activities. Every lesson should contain opportunities for students to succeed; failure should be minimized. At the conclusion of an effective lesson, both students and teacher will feel good and will have a warm glow of satisfaction. The student will respect the teacher who has planned well, whose organization is clear and understandable, and who employs enough variety in instruction to keep the interest level high.

Involving Students. Students can assume a great deal of the responsibility for making classroom rules and helping to enforce them as well as for suggesting interesting approaches to learning. If a fundamental aim of education is to produce responsible citizens, then students must be encouraged at every opportunity to assume as much responsibility as they are able to handle within the context of the school.

By involving students in formulating classroom rules, you imply trust of students and respect for their judgment and wishes. As a result, rapport between teacher and students is built quickly. Encourage students to set up classroom rules early, preferably for a limited period of time—two weeks perhaps—after which the class can review and, if necessary, revise the rules it has established.

Remember that the classroom does not have to reflect strict, firm order; orderly disorder and productive turbulence are perfectly appropriate at times as long as the teacher is able to bring students back to order quickly when order is needed. Some types of constructive activities require noise and a modicum of disorder and, since the average youngster is not designed to sit quietly for long periods of time, moderate physical activity in the classroom can have a positive role in the maintenance of good discipline.

As a beginning teacher be careful to avoid dominating, but, at the same time, do not abdicate responsibility as a teacher. Allowing students to talk and contribute ideas, encouraging them to work and learn together, to share ideas and work toward conclusions in pairs or in groups can lead to a healthy informality in the learning situation and can turn the classroom into a learning laboratory, a pleasant place in which students can live and learn together.

Identifying the Students' Level. Teachers who have a realistic view of students' abilities and also of their limitations will very likely enjoy a successful professional relationship with students. It is important to maintain a consistency of action in dealing with students, for this is the only way in which they can know and understand what is expected of them. Also, your self-confidence, reflected by consistency of action, will soon make students feel more secure and will help them to build their own self-confidence.

Be aware of the students' level of maturity. The line between being an accepting adult and being a buddy is narrow indeed. Since teachers are in a professional relationship with students, a degree of professional distance must be maintained if the relationship is to be productive. Mutual respect, genuine concern, and exploring common interests are all part of this relationship. The roles of student and teacher must be clear to both, however, if the relationship is to remain professional in the best sense of the word.

Knowing One's Colleagues. Every beginning teacher needs help from more experienced teachers. It is usually helpful for new teachers to identify one or two colleagues whose ideas and methods they respect and turn to them for assistance and ideas when it seems appropriate. Most experienced teachers have faced adjustment problems similar to those facing the beginner. Even if they cannot give specific help, perhaps they can listen with

sufficient sympathy so that the beginner will at least be able to verbalize some of his or her problems and frustrations and thereby be able to understand them better and deal with them more effectively.

Do not blindly accept every bit of advice given by more experienced teachers. What works for the teacher down the hall might fail utterly for someone else. But every experienced teacher is able to make some useful suggestions to one just starting out in the profession.

BRIDGING THE GAP

Making the transition from teaching intern or student teacher to first-year teacher is a task requiring some careful planning. The transition can be smooth if preparation is intelligently plotted. Everyone who enters the profession needs to give serious thought to planning and organizing those all-important early days in the classroom. The seven suggestions contained in this chapter provide a list to which you as a beginning teacher can add those items which suit your own particular situation most adequately.

OLDER BEGINNING TEACHER HAS DISCIPLINE PROBLEMS

Bill Brewer is a 35-year-old first-year teacher at Portstown High School. After working many years as a clerk in a clothing store in Portstown, he finally realized his ambition to go back to the university and earn a degree in secondary education with a science major. His education was financed both by the GI Bill and his part-time work at the clothing store. Bill also serves a small rural church as minister two Sundays a month. His wife has been a fifth-grade teacher at the elementary school in Portstown for several years. Their son, Jimmy, is now a ninth-grade student at the high school.

Bill has been having problems with classroom discipline. He's rather competent in the subject matter but is not always well organized in his presentation. He sometimes wanders from the subject and intersperses his teaching with moral lectures or sermons to students.

Bill confided to a colleague one day, "Times have really changed since I was in high school; students no longer have the respect for the position of teacher that we had. I am really having problems with my discipline, especially in my chemistry class. The kids don't want to do what I tell them to do; they talk during class, are disrespectful, and they break the test tubes and other equipment through carelessness. Last week I explained to Bob Davis how to pour a chemical from the container to the test tube—very slowly—so he would not inhale the fumes. He ignored my directions and, because he was allergic to the fumes, was overcome by them. Coach Starmer came and helped me revive him. I get discouraged trying to teach the kids when they don't seem to care. I'm beginning to wonder if all that hard work in getting a degree was worth it."

Bill was a picture of dejection as he talked to his teaching colleague, especially since the colleague knew that one day the week before several of the bigger boys in the class had picked Bill up and deposited him out the classroom window.

Questions for Thought and Discussion

1. Do you think that Bill is too old and too removed from high school students to be a first-year teacher?
2. How might Bill gain more confidence in his ability as a teacher? Where should he start?
3. How might Bill establish a more positive relationship with students? Is it too late? Why or why not?
4. Should Bill ask for help from his colleague? If so, how should he go about it?
5. Should his colleague suggest that Bill obtain help from the principal? If so, how would he make the suggestion to Bill?

Projects

1. Compose three to four activities which you know will allow your students to experience success. Within a science class, in particular, these projects would necessarily have to be basic and simple, keeping to the task.
2. List several reasons that positive self-confidence helps one form a successful teaching experience.
3. Make a list of possible people to whom you, as a beginning teacher, might go for help in building self-confidence. State how you would approach them to request help.
4. List avenues you can take on your own for building your self-confidence.

TEAM TEACHER HAS PROBLEMS WITH CO-WORKER

Dave Morton had always wanted to teach. He had enjoyed his college work and had done well, always being particularly excited about the education courses. On the first day of teaching, Dave reported to Sanbrook Junior High School eager to begin. Dave was particularly excited because he was going to be involved in a team-teaching situation for the first half of the year with Mrs. Hand, who had been teaching at Sanbrook for 15 years. "It'll be great for me to learn from all her experience," he enthusiastically thought to himself. When the students arrived, Mrs. Hand suggested that she work with them this first day so that Dave could get accustomed to the students and to classroom procedures. She didn't really introduce Dave to any of the students, and it wasn't long before a student finally asked, "Who are you, sir?" Dave answered, "I am Mr. Morton. Mrs. Hand and I will be team teaching this class." The student's eyes rolled in his head as he said, "Oh boy, another new one!" Dave replied, "Oh, I bet we'll have a good time together."

Throughout the day, Mrs. Hand was a little distant—almost always ignoring Dave. Dave's feelings were somewhat hurt, and he was a little apprehensive; in fact, as the day wore on, he became a little bored. He ended the day with a few doubts and many questions, but with a determination to keep an open mind concerning the situation.

The next day, after a restless night, Dave arrived at school half an hour early. He went directly to the classroom and found Mrs. Hand already there. Smiling, he greeted her and said, "Why don't I run out and get each of us a cup

of coffee." For the first time she smiled, opened her purse, fished out some coins and said, "Let this one be on me. I take cream and sugar in mine." When Dave returned with the coffee, Mrs. Hand said, "I hope we'll have a pleasant and successful half year together. Last year we started off with a good team, but as time wore on the other teacher didn't prepare well enough, and the students soon lost respect for him. He wanted to try out all kinds of new techniques and ideas but never prepared adequately for them. The students began to see through him. Their work reflected his inadequate preparations. I did as much as I could for him, and it took a great deal out of me. Then one day after class he told me he had never really wanted to teach anyway, but would have to for a couple of years because he wanted a principal's certificate. As he put it, 'That is where the money is!'"

Dave, somewhat taken aback, replied, "I can't understand anyone feeling like that, Mrs. Hand, but then I have always wanted to teach."

Questions for Thought and Discussion

1. Do you think Dave will get along with Mrs. Hand? What may be their strong points in working together? How might their initial understanding of each other affect their relationship?
2. List several objectives of team teaching. What is expected of teachers involved in team teaching? How do they work together? separately?
3. What will Dave have to be particularly attentive to in dealing with Mrs. Hand? Might this affect his self-confidence? How?
4. Should Dave have taken more initiative on the first day and won over Mrs. Hand sooner? How might he have done so?
4. What kind of person and teacher is Mrs. Hand? How can Dave benefit from her experience to make his first teaching experience a success and to establish a basis for his future teaching?
6. Should Dave discuss this situation with anyone at this point? Why or why not?

Projects

1. List as many ways as you can for Dave to be friendly and agreeable toward Mrs. Hand.
2. Describe an activity which may help to increase Dave's feeling of self-confidence in this situation.
3. If you had been in Dave's shoes, how would you have handled the chain of events that occurred?
4. Establish a schedule of methods to be utilized by both Mrs. Hand and Dave during the year so that both will be happy and self-confident.

TEACHER SEEKS ENCOURAGEMENT FROM PRINCIPAL

Martha Hesley is in her fourth week as a beginning teacher at an elementary school. Although she has put many hours into her lesson plans, the days have been long and her students have not been too cooperative. Martha attempted

several times to approach a colleague, a second-year teacher, for some advice but always stopped at the last minute because she was afraid to admit she was having problems. She had also tried to contact the reading supervisor, but the supervisor to this point had been too busy to help her.

Martha became more and more discouraged. She knew she was not doing her job well, and her self-confidence was fading quickly. At last, toward the middle of the fourth week, she requested an after-school conference with Ms. Rob, the principal, determined that the time had come for her to face the situation squarely and get her teaching in line before she and her students lost many more valuable days.

Questions for Thought and Discussion

1. Should Martha have asked her colleague for advice? Might that approach have helped the situation? What might the colleague have suggested?
2. Should Martha have asked anyone else for advice during the four-week time period? Should new teachers have to ask for help?
3. How might schools be more accepting of and helpful to beginning teachers? How might such an open relationship produce more successful first-year teachers? Is too much expected of first-year teachers? Why or why not? Do you feel they are thrown to the wolves? Explain. If so, who is responsible?

Projects

1. With a colleague, enact the conference between Martha and the principal so that the following outcomes can be achieved:
 - a. Ms. Rob becomes angry.
 - b. Martha becomes emotionally upset.
 - c. Ms. Rob becomes emotionally upset.
 - d. Ms. Rob suggests that she and Martha team teach several of the subjects until Martha gets a better feel for self-confidence.
-

CHAPTER 2

Professionalism

BEING A TEACHER

Professionalism, according to Webster, is "the conduct, aims, or qualities that characterize or mark a professional person," and *professional* means "conforming to technical or ethical standards or conduct of a profession." Professionalism is a quality to be taken seriously. It is a vital part of any teacher's career—to be accepted, understood, practiced, nurtured, and maintained. Periodical self-evaluation is important in order to attain an even higher degree of professionalism.

Teaching has been and continues to be an honored profession. When teachers, through their dedicated work and conduct, perform the duties of their role with a high degree of professionalism, the teaching profession maintains its position and continues to garner public support.

The Challenge. As a professional, you might ask yourself several questions such as *Do I value teaching? Do I work at my job? Am I believable to students?* Recognizable and attainable goals are essential in meeting the professional challenge. As a teacher, set goals that are both challenging and attainable; if a goal cannot be attained, it is probably not realistic. Other important elements to consider include the following: the articulation of one's goals to others; knowledge and timing, both in setting goals and in achieving them; and self-discipline.

Several self-motivating tips for meeting the professional challenge might be appropriate at this time:

1. Become acquainted with your school situation so that you will know what is expected of you; be responsible.
2. Enjoy your job and look upon teaching as a valuable experience.
3. Establish goals; keep objectives continually in sight for yourself and your students.
4. Prepare lessons carefully each day, and follow through with your plans.
5. Evaluate your progress as much as possible.

You will have the opportunity to join the united teaching profession. We would encourage you to do so because every individual has an obligation to advance her/his profession. Further, numerous leadership opportunities are available within the united teaching profession in addition to the advancement possible through the school structure.

Technical Standards. Teachers are responsible for transmitting obtained knowledge and skills to their students in a logical sequence; both knowledge and its teaching sequence should fit student needs. To accomplish these aims, it is first necessary for teachers to receive adequate preparation in subject areas. Then, although most teachers committed to the profession will want to take initiative in keeping abreast of changing ideas and increased knowledge in their respective fields of expertise, it is absolutely essential that school districts put their resources to work in helping teachers keep abreast. The cost and time for such efforts should, for the most part, be a school district responsibility.

Long gone are the housekeeping duties once expected of teachers—sweeping floors each day, scrubbing floors each week with hot water and lye soap, and starting a fire early each morning so that the schoolroom would be warm when the children arrived. Although such specific duties are things of the past, others more directly related to teaching have increased in importance.

Prime importance now centers on the teacher's ability to work with students, gaining a successful rapport with them, and accepting the role of teacher in a mature, logical, and responsible manner.

Ethical Standards. A professional teacher is a dedicated teacher who is cognizant both of student interests and of ethical standards. Former standards of employment for teachers included such regulations as the following:

Teachers will not dress in bright colors.

Teachers will be expected to be at home between the hours of 8 P.M. and 6 A.M. unless in attendance at a school function.

Teachers will not smoke cigarettes or play at cards.

Teachers will attend church each Sunday, either teaching a class in Sunday school or singing in the choir.

Although such standards are no longer in practice, principles of conduct (including especially moral conduct) are still in evidence. Teachers serve as models for their students and are therefore expected to conduct themselves accordingly. They are expected to know, understand, and accept students and to act as professionally trained persons in all interactions with them. If one expects to be treated as a professional, it is essential first to act as one. Common sense and ethical considerations provide helpful guidelines in many situations. For instance, gossip about students, parents, colleagues, administrators, or the school system should be avoided.

A professional attitude is essential. Student learning demands teachers who understand and like children and who are able to transmit their attitudes in the day-to-day climate of learning. Such a climate is one of acceptance and one which fosters respect and appreciation both for teachers and students in their respective roles.

A transition begins when the student elects to prepare for teaching; it continues throughout the formal coursework, pre-student teaching experiences, teaching experiences, and, in some cases, internships. This particular transition involves psychological change as well as role change—a realization that education is really a continuing process rather than one that is completed. Constant change for improvement and further learning are therefore part of the teacher's ethical conduct.

Role delineation is perhaps the most important aspect of ethical standards that you as a beginning teacher face, particularly at the high school level. Because age differences between beginning teachers and students may be slight, the temptation to become one of the gang may be very strong at times. One of the teacher's role responsibilities is to provide a proper learning atmosphere for students. If the teacher becomes a buddy, both student and teacher will become confused, resulting in an environment which is not conducive to proper learning.

COMMUNITY DISAPPROVES OF TEACHER'S PERSONAL LIFE

Jack Burgess is in his first year of teaching speech and literature at Burton High School. He is a bit unconventional, but filled with enthusiasm for life. His attitude attracts followers and wins support. At first, there were a few complaints about his long hair, beard, and manner of dress. Soon, however, the complaints changed to praise as parents saw their children turned on both to school and good literature. In the few months Jack has been there, he has established and promoted an excellent drama club. He and Ms. Kitson, one of the English teachers, have spent many after-school hours working with students and making the drama club a success.

Ms. Kitson is a third-year teacher who will soon be eligible for tenure. She is not an outstanding teacher but is well received by the community and fits the image of a teacher. The daughter of an old prestigious family in town, she is a Sunday school director, very active in volunteer work, the kind of person who makes friends easily and who always has nice things to say about others.

Jack and Ms. Kitson moved in together over Christmas vacation. Although they don't flaunt their relationship, they don't attempt to hide it either. It is their open and honest attitude which upsets the community and which the town feels helpless to fight. The community is now pressuring the school board to remove Jack from his job.

Questions for Thought and Discussion

1. How much influence does the personal life of a teacher have upon the personal lives of students? Should it have any influence? Explain.

2. How much responsibility does a teacher have toward living within the behavior norm of the community?
3. How does recent legislation on individual rights affect the argument in this issue?
4. In fairness to Jack, would it be ethical to remove him without also removing Ms. Kitson? How can this problem be approached? By whom?
5. Is there a double standard for men and women? for hometowner and newcomer? for unconventional and conventional?
6. Who dictates the definition of morality? Once this definition is made, who must abide by it? Is morality grounds for dismissing an effective teacher?
7. How much influence should a small segment of the community have in dictating personnel policies?

TEACHER DISAPPROVES OF COLLEAGUE'S USE OF SCHOOL EQUIPMENT

George Caster is now in the fourth month of a sixth-grade, team-teaching assignment at Burnip Elementary School. His team-teaching partner, Mrs. Thomas, a young, competent teacher, whose husband is a local dentist, has taught at the school for the past four years. She and George get along well together, and George feels that he is learning a great deal from his association with her. She has been quite thoughtful of and helpful to George, offering to drive him to school when his car broke down, bringing home-baked cake and cookies to share with him, and offering to help him with any teaching problems as he settles into his new vocation.

Therefore, George gladly assented when she suggested that he help her run off some materials on the school mimeograph machine one Saturday morning. He met Mrs. Thomas at the school at nine o'clock as they planned. Mrs. Thomas, who had the school key, unlocked the door and told George how grateful she was that he was willing to help her. He said, "I'm glad to help you do some schoolwork this morning." Mrs. Thomas replied, "Well, we'll finish about noon, and afterward I'd like to treat you to lunch at the hotel." George protested that this was unnecessary, but Mrs. Thomas insisted.

Mrs. Thomas ran the first item, making 500 copies. George took a copy to view what they were running and was surprised to see that it was the first page of a case history for dental patients. He ruffled through the other stencils and found that they were all forms for Mrs. Thomas's husband's dental practice. George was surprised and disappointed since it was rather apparent that school materials and equipment were being used for nonschool purposes. He didn't know what to do. He knew he had volunteered his Saturday morning to help Mrs. Thomas, and now he found himself in a perplexing ethical dilemma. George valued her as a teaching partner and as a friend, but he knew that what she was doing was wrong. He feared jeopardizing his teaching career if he said anything, since Mrs. Thomas's husband was a good friend of the school board chairperson. Yet, he did not wish to be a party to what he considered an unethical, if not illegal, activity.

As difficult as it was for him to do, George said to Mrs. Thomas, "Mrs. Thomas, you know that I respect and like you, but I think that what you are doing is a mistake. These materials are not intended for school use, and I cannot go

along with helping you run them. I hope you understand." Mrs. Thomas looked at him, got a little red-faced, and said, "Oh, come on, George, every job has some 'fringe benefits'. Teaching has less than most—no incentive pay, no bonuses, and pretty low salaries. This isn't really dishonest." George agreed to continue helping her, but he was most uncomfortable doing so.

Questions for Thought and Discussion

1. Should George have agreed to work with Mrs. Thomas on Saturday? Explain.
2. Could he have said no gracefully? If so, how?
3. Should George have refused to take any part in running off these materials? What is wrong with this venture?
4. How might he have phrased his refusal?
5. Should George tell anyone about the situation? If so, whom?
6. Should George have gone along this time, but find an excuse for not working with Mrs. Thomas this way in the future?
7. Should he have continued helping her under the circumstances?
8. Should George now go to lunch with Mrs. Thomas? Why or why not? Will his acceptance or refusal have any effect on their future teaching relationship? Explain.

Projects

1. Make a list of activities for which you feel it might be questionable to use school materials and equipment. Discuss these activities with colleagues.
2. Make a list of possible precautions George might take in his future professional relationship with Mrs. Thomas.
3. With several colleagues, role-play the situation which might come up the following Monday at school if Mrs. Thomas should try to discuss Saturday's experience with George.

TEACHER ATTENDS STUDENT PARTY

Peter Donovan, a popular beginning teacher who is active in community affairs, has the makings of an outstanding high school teacher. After he had taught for about six weeks, two of his juniors approached him one day after class and said, "Mr. Donovan, how about coming over to Jerry's house Saturday night about nine o'clock? His parents are going to the mountains for the weekend, and they said we could have a party." Peter knew and liked Jerry and his family. Ordinarily he wouldn't have considered going, but since he knew the family, he said, "Sure, I look forward to coming over." Peter's students said it would be okay to bring a date, and Peter said he would like to do that.

On Saturday night Peter and Fran, another teacher at the high school, had dinner together and then went to the party at Jerry's house. Music was playing and some couples were dancing; there were plenty of soft drinks and food to nibble on. Peter and Fran had a couple of dances and enjoyed talking informally with a number of students they had in class. The party remained somewhat sedate,

but as the evening wore on, the recreation room became quite warm and Peter and Fran walked out onto the patio to get some fresh air. Some students were out there drinking soft drinks and talking, and a few of them were smoking. All at once, Allen, a studious junior whom Peter had not come to know very well, said, "Would you like to smoke some pot with us, Mr. Donovan?"

Questions for Thought and Discussion

1. Do you think that Peter should have given such a definite yes to the invitation? Would you have accepted the invitation, or would you have begged off?
2. If you had begged off, how would you have done so? What would you have told the student?
3. Should teachers socialize with their students? What types of situations might result? Where should the line be drawn between teacher and student?
4. Should Peter and Fran leave the party? How might they be able to do so? What would you have done?

Projects

1. Prepare a list of at least six responses which Peter might give to Allen. Discuss each answer fully. Which response do you prefer? Why? Which response do you think is the least desirable? Why?
2. After you have gone through the preceding brainstorming activity, think of other answers that might be appropriate.
3. Consider and discuss how maturation, added teaching experience, and common sense might have altered this particular situation.

TEACHER CHAPERONS STUDENTS FOR WEEKEND

Tom Rigoni rents an apartment in a small town where he teaches. He shares it with two other male teachers; one who teaches with Tom at the high school, and the other who teaches at an elementary school in town. Tom does most of the grocery shopping for the three of them. Usually one of his students, a bag boy at the local supermarket, helps him to the car with his groceries. One day in early March, the bag boy came to see Tom in school and said, "Mr. Rigoni, eight of us want to get a cottage at the beach for the last weekend of the month, but we need to have a chaperon. Would you go with us as chaperon?"

Tom thought about it for a while but wasn't eager to assume that responsibility. Several days later, however, he consented because the boys could not have their weekend away unless an adult accompanied them, and they could find no other adult to go with them. On Friday, Tom and the eight boys drove to the beach in two cars. They arrived late Friday afternoon, and after a feast of hamburgers and french fries and a walk on the beach, they went back to the cottage and talked enthusiastically about driving down to the local pavilion to attend a dance. As they talked, two of the boys went to the kitchen and came back with two six-packs of beer. Tom was somewhat surprised, since the oldest of the boys was seventeen and the youngest fifteen, and he had been informed previously by

the boys that there would be no beer on this trip. In fact, that had been one of the specifications for Tom's agreeing to chaperon the trip.

Tom said, "Cool it, guys, we'll stick to cokes on this trip. We agreed on no beer." Jerry, Tom's bag boy said, "Come on, Mr. Rigoni, you drink beer. Every-time I pack your groceries, I see two or three six-packs. That's why we asked you to be our chaperon. We knew you'd be a good sport." Tom didn't quite know how to answer.

Questions for Thought and Discussion

1. Do you think Tom was correct in deciding to serve as chaperon? Explain.
2. Would it have been preferable for him to chaperon only if one of his roommates agreed to come along as well?
3. How would you have reacted to this situation? What kind of reaction do you think the eight boys expected? Since they were not going to drink beer in public, do you think Tom might have done better to let the matter pass unnoticed? Why or why not? How might he now handle the situation?

Projects

1. What is Tom's legal responsibility in this situation since he is the chaperon?
2. Think of at least five answers which Tom might give at this point. Discuss each of the possible answers fully. Which do you prefer? Why? Which do you consider least desirable? Why? Discuss the kind of image Tom projects in each answer.
3. What kind of further action might Tom take at this point? Brainstorm again such ideas as confiscating the beer, calling the parents, leaving the boys unchaperoned, or referring the matter to the school principal.

TEACHER GAINS JOB THROUGH FAMILY INFLUENCE

Barb Casey is a bright, attractive twenty-two-year-old English education graduate from Tiffany College. She was elated to have a job at Hickory High School, Preston, Virginia, especially when teaching jobs were at a premium and many of her teacher education friends didn't have jobs.

Although Barbara was never interviewed by her principal, Mr. Pick, she had met the superintendent, Dr. Frost, one time about a year ago at a football weekend in Troy, Virginia. When her father introduced them, he said to Dr. Frost, "Sam, I'll have my little girl ready for your high school by next year, and she'll be the best teacher you've ever had." Her father and Dr. Frost had been college roommates and football teammates at Tiffany for three years. Barb naturally wondered what part her father's friendship with Dr. Frost played in her gaining this teaching position. She was aware that Preston probably would not be the most exciting place in which to teach and live; but, after all, she had a job and felt that she would enjoy being on her own for the first time in her life. Preston was a little town that had not kept pace with its rapidly changing environs. It was considered a very traditional place. Still, Barb felt that she could get along with her present college wardrobe of blue jeans and tee shirts when she began teaching. She surmised that students probably would welcome a teacher who dressed and acted more on their level.

The day Barb arrived in Preston she was very much excited; but upon reaching the school, her excitement cooled somewhat. Hickory was an old school; its interior was not in good condition. Mr. Pick, the principal, who appeared to be personable and friendly, showed Barb around the school, and afterward they discussed Hickory's philosophy. "Hickory," he explained, "is a good, basic high school—sort of a middle-of-the-road school, nothing fancy, you understand. That is about all the parents and citizens expect of our school. Now, besides teaching, you'll be in charge of graduation exercises and the senior play." That afternoon, Barb talked with Ms. Billingsly, who taught in the room next to hers. Ms. Billingsly had taught at Hickory for thirty years and really understood the school. She explained things to Barb much as Mr. Pick had explained them. Later that week, Barb met the remaining twenty-seven teachers at the general faculty meeting. Of those, only three seemed to be younger than thirty, she thought, and several appeared ready for retirement.

The first month passed rather quickly. Barb taught the junior and senior English classes. She planned well, but seemed to have some discipline problems. The noise level in her class was a bit high. "Perhaps some of the newer methods are the cause," she thought. "The students just need to get used to me." Barb felt isolated from all the teachers except the football coach who tried to encourage her. "Don't worry," he said, "they'll settle down soon. Some of the boys on the team mentioned that you were cute, an easy grade, and a good listener. Some even mentioned that they thought you were their pal. Don't worry about some of the old fuddy-duddy teachers and what they say."

Even though the coach's intention was to encourage her, his relating the football players' comments was, in fact, discouraging and degrading to Barb's self-image as a teacher. During the next several weeks when things seemed to go from bad to worse, Barb decided she needed someone to talk to. She wanted to call home and tell her father but couldn't bring herself to do so because she thought he'd feel let down by her lack of success on the job. The only person she felt she could talk to was Dr. Frost, the superintendent.

Superintendent Frost listened empathetically to Barb's story. Barb became emotionally upset during their discussion. After she left his office, Dr. Frost immediately called Mr. Pick and asked, "Jim, what's the problem at Hickory?" He then proceeded to tell Barb's story to Mr. Pick. "I hope none of these things has reached the community—you know how people talk," Dr. Frost commented further. Mr. Pick stated he had not been aware of the situation between Barb and the other teachers, but he was aware of her discipline problems. Dr. Frost made it clear that he would like the situation improved and that Barb should receive some help during this difficult period. He also mentioned his strong friendship with Barb's father.

Questions for Thought and Discussion

1. Should Barb have been interviewed by Mr. Pick prior to being hired?
2. Do high school students wish for young teachers to dress and act on their (the students') level?
3. Would you use your father's influence in getting a job? Why or why not?
4. What can a beginning teacher do to gain rapport with other teachers?
5. Did Dr. Frost react properly to Barb's plight?
6. Should Barb have approached Mr. Pick with her problem(s)? Why or why not?

Projects

1. List possible approaches a school may utilize to make life easier for beginning teachers.
 2. Prepare a list of items to include in a handbook for beginning teachers.
 3. List possible *do's* and *don'ts* for the interactions of beginning teachers with school administrative personnel.
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CHAPTER 3

Relationships

RELATIONSHIPS WITH STUDENTS

Most people who enter the teaching profession at any level do so largely because they have an enthusiasm for working with students. While other relationships in school settings are important—relationships with parents, with other teachers, with principals and other administrators, with supervisors, with nonacademic staff, and with consultants to school districts—and will be discussed in some detail later in this chapter, the teacher/student relationship is fundamental in all teaching situations and demands careful consideration. Regardless of what you may be teaching—art, music, mathematics, social studies, physical education, English, biology, or a foreign language—your teaching will be vastly more effective if you remember that, first and foremost, you *are* teaching students.

What Are Today's Students Like? It is difficult to generalize about a group as large and diverse as "today's students"; however, certain general assumptions can be made with a degree of confidence. Foremost among these assumptions is that by the time typical six-year-olds reach first grade, they have been exposed to a much broader world than their counterparts of several decades ago. Today's first graders will typically have viewed about 9,000 hours of television by the time they turn six. They will typically have lived in at least one other community by this age. About one-third of them will come from homes in which either English is not the native language or in which the primary dialect of communication in English is vastly different from what is often called "network standard" English, that is, the form of English that radio and television announcers use, a form of English modeled after that spoken by the nation's power elite. Many of these students, although they speak English, speak in accordance with a grammatical framework drastically different from that of so-called standard English. It is this form of English to which they were earliest exposed, and it is this form of

English they most often hear. It is the speech of the people they most love and respect. Many first-grade students come from one-parent homes, where, in many cases, the parent works. Most come from homes in which both parents work.

By the time children reach the end of sixth grade, which for many is the last elementary grade, they typically have viewed over 18,000 acts of physical violence (murder, suicide, rape, assault) on television, and more in movies. Violence neither surprises nor shocks them; rather, it is a fact of life daily presented to them in a most appealing form. Many have reading and other disabilities which will stand as significant barriers to their learning those things that would qualify them as successful students. Some, realizing these disabilities, will draw into a shell and become quiet, apathetic students; others will act out their frustrations in ways that are actively antisocial and disruptive. They may seek the status afforded by association with a street gang. Literacy and other conventional learning skills are not valued in street gangs. (See Jane W. Torrey, "Illiteracy in the Ghetto," *Harvard Educational Review* 40 [Fall 1970], pp. 256-58; and William Labov and Clarence Robins, "A Note on the Relation of Reading Failure to Peer-Group Status in Urban Ghettos," in Johanna S. DeStefano, *Language, Society, and Education: A Profile of Black English* [Worthington, Ohio: Charles A. Jones Publishing Company, 1973], pp. 312-23.) By joining such gangs, many adolescents gain an identity and a kind of self-respect based on a value system alien to most schools and to large numbers of teachers.

If you teach in a middle-class or upper-middle-class setting, many of these problems will be minimized. If you teach in an urban setting, these problems may be so intense that you will find yourself the victim of severe culture shock.

Student Needs and Expectations. Regardless of what sort of teaching situation teachers find themselves in, certain near-universals apply, although there will inevitably be exceptions. Most young people are looking for guidance, and teachers are among those persons to whom they look for such guidance. If they receive more effective guidance during their school experiences from people other than teachers, they may minimize the value of the school experience for themselves and may withdraw from it at the earliest opportunity. Because of this possibility teachers have an awesome responsibility.

All human beings look for some sort of recognition, something that will distinguish them from their peers, something that can be appreciated by others. For most students, achievement in academic pursuits, in social activities connected with school, in athletic programs, in drama, art, or music brings the sort of recognition which spells acceptance within the complex of activities that constitutes the school setting. However, those who fail to find recognition within the school setting, must, in order to live with themselves, find it elsewhere. If mugging an older person makes an adolescent seem fearless in the eyes of other adolescents, then the kid who has been unable to gain recognition in school may, indeed, seek such anti-

social recognition; and in so doing, such a kid may begin on a path of anti-social behavior which will result in many destroyed lives.

It is vital, therefore, that our schools and those who teach in them devise ways in which every student can have a feeling of satisfaction and accomplishment about some aspect of his or her school performance. To rob students of this kind of feeling is to alienate them from school and from all that it represents. This is not to say that schools should not maintain high standards of achievement. But various kinds of achievement need to be recognized as being of equal importance with other kinds of achievement. The student who cannot fathom the intricacies of long division or who cannot read effectively *is able to do some things*. The teacher must discover what these things are and must encourage students in them. Students who are contributing to the class through their unique talents ultimately come to feel comfortable and confident in school and from this comfort and confidence can begin to expand their abilities and become increasingly effective in the school situation. Schools are now *inclusive* rather than *exclusive* institutions; while they remain so, each and every student who passes through them should be enabled to derive a degree of satisfaction from his or her performance as a member of the school community.

Superbright Students. If you are fortunate, some of your students will be smarter than you are. It happens to all of us. Plenty of our students think they are smarter than we are, and many of them are incorrect in thinking so. However, some students are demonstrably brighter than their teachers, and first-year teachers need to be ready to cope with this situation which may at first be threatening and intimidating to them. If you, as the teacher, allow yourself to be threatened and intimidated by bright students, you may do them and society a grave injustice. You may, out of insecurity, put the student at down with sarcasm or cynicism. Or you may just stand out of the paths of such students and allow them to shift for themselves, thereby abrogating your role as teacher and doing the students little good.

It may be useful to remember the following observations:

1. If you never have a student brighter than you are, there is little hope for the progress of the human race. If all intelligence reaches its pinnacle in one person, then human progress is at an end.
2. Although a student may clearly have more native intelligence than you have, you have more training and experience than such students and you are in a position to help them develop intellectually.
3. Bright people are usually not bright in all things any more than slow people are slow in all things. The slowest student in your class may be in a position to teach the smartest student

in your class something—how to tie a trout fly, how to send signals in Morse code, how to build a fire without matches, for example. In any group of human beings, there is not one who cannot be taught something by every other member of the group.

4. Very often bright students are left so much to their own devices that they go through school with very little of the direction and guidance that other students receive. This neglect will ultimately limit bright students to the point that they might not come even close to realizing their potentials. When this happens, the loss to society is great indeed.
5. You can make the difference for students who are brighter than you are by showing them the next step along the way in their pursuit of knowledge.

Teachertalk. Students learn most and remember best what they have learned when they are actively and directly involved in the learning process as contributing members. Despite this fact, which has been well documented in reliable professional literature, extensive research has shown that teachertalk dominates most classrooms. Arno Bellack's landmark research on the subject of teachertalk indicates that over 80 percent of all speaking in the classroom is done by teachers (*The Language of the Classroom: Meanings Communicated in High School Teaching* [New York: Institute of Psychological Research, Teacher's College, Columbia University, 1965]). Bellack classifies classroom talk into four major categories—soliciting, responding, structuring, and reacting. Of the teachertalk analyzed by Bellack and his associates, the largest amount (46.6 percent) was spent on soliciting, followed by reacting (39.2 percent), followed by structuring (7.7 percent), and responding (5.5 percent). Studenttalk, which constituted less than 20 percent of the total talk in class, was mostly in the form of responding (65.4 percent), with reacting (15.1 percent), soliciting (11.3 percent), and structuring (1.8 percent) trailing far behind.

Implicit in these research findings are two basic indications:

1. Although teachers appear to invite student participation through spending 46.6 percent of their time soliciting, they do not get much student response, since students collectively talk less than 20 percent of the time;
2. Most studenttalk is quite passive (i.e., it is in response to questions). Structuring and soliciting, which require a considerable degree of initiative and action, are not frequent student activities in class. Structuring, which requires the greatest initiative (and can also lead to the most fruitful learning outcomes), is engaged in negligibly by the broad range of students in the Bellack sample.

Reasons for Reticence. Teachers who wish to increase student involvement in classroom activities would be well advised to read Carl Rogers's *Freedom to Learn* (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), a book which makes cogent comments about the dynamics of classroom discussion and gives helpful suggestions on the art of inquiry. Other helpful resources are Mary Jane Aschner's essay, "The Analysis of Verbal Interaction in the Classroom," in *Theory and Research in Teaching*, edited by Arno A. Bellack (New York: Teachers' College, Columbia University, 1963); and "The Inquiry Process in Learning," which is chapter 6 in John M. Lembo's *Why Teachers Fail* (Columbus, Ohio: Charles E. Merrill Publishing Company, 1971).

If students are reluctant to participate actively in the classroom setting, teachers need to assess the reasons. A frequent one is that students are afraid that they might say something foolish and be put down, thereby losing face with their peers. Peer approval is important to most students—indeed, to most people—and educational researchers have determined that students around the fourth-grade level and again around the seventh-grade level are particularly vulnerable to peer pressures. (See Paul Torrance's comments on this subject in *Explorations in Creativity*, Ross L. Mooney and Taher A. Razik, eds. [New York: Harper and Row, 1967], p. 187.) In these grades, students typically experience a marked decline in creativity, and Paul Torrance asserts this is because "... young people are more concerned about the evaluations of peers than of parents, teachers, and other authorities. ... Original ideas are common targets of peer pressures to conformity." Realizing this situation, remember to treat student contributions seriously and with respect for the person making them.

TEACHER IGNORES STUDENT'S QUESTION

Fred Trumbore is in his first year as a social studies teacher at Leonard Hall Middle School in an industrial town in a northeastern state. His seventh-grade class had been studying the founding of the United States and was well into a lesson about George Washington's presidency when Buddy Payer raised his hand.

"Yes, Buddy, what is it?" Fred asked.

"Mr. Trumbore, why do you keep calling George Washington the father of his country? I have this book at home about the presidents and stuff like that that says George Washington didn't have any kids."

There were a couple of faint snickers, but Buddy did not smile. Fred pretended not to hear the question and said to the class, "As I was saying, George Washington served two terms as President of the United States."

When the class was over ten minutes later, Buddy came up to Fred and said, "You didn't answer my question, Mr. Trumbore. Don't you know why Washington was called the father of his country either?"

Fred stared down at Buddy and answered, "I didn't answer your question because it is a silly question. Case closed." Buddy began to say something, but before any words came forth, Fred repeated, "Case closed, Buddy, case closed."

Questions for Thought and Discussion

1. Do you think that Buddy asked his question seriously? Did his question deserve an answer?
2. How might Fred have dealt with Buddy's question other than the way he did?
3. When other students snickered, how might Fred have involved them creatively in the situation?
4. Might Fred have capitalized on the fact that Buddy has a book at home about the presidents? How?
5. Given this scenario, how might Fred have redeemed himself with Buddy the next day without seeming patronizing?

Projects

1. Compose two or three naive questions related to your subject field and decide how you might deal with them if they came from (a) a slow student who is often disruptive in class; (b) a slow student who is usually cooperative in class; (c) a slightly above-average student who is usually cooperative in class; and (d) a new student who entered school yesterday, having moved here from out of town.
2. With some friends, role-play the scenario, varying it so that (a) Fred answers the question seriously; (b) Fred involves other students in answering the question; (c) Fred tells Buddy in front of the class how silly he thinks his question is; and (d) Fred tries to lead Buddy to answer his own question.
3. Analyze the dialogue in the scenario, classifying each part as soliciting, responding, structuring, or reacting.

Group Activities. Often students are unresponsive in class because they find it intimidating to say something in front of twenty or thirty other people. For some this might be almost like making a speech. However, when a class of twenty-four students becomes a class consisting of six discussion groups with four students in each or four discussion groups with six students in each, individual contributions are easier to make. Therefore, it is desirable to involve students in group activity as a means of helping them (1) to overcome their reticence and (2) to focus on matters relevant to their class studies.

Initially, group work should be of brief duration and its focus should be clear. Each student in each group must see that what the group is doing is directly related to concerns of the class as a whole. In initial group experiences, students are best assigned arbitrarily to their groups. The least confusion ensues if assignments are made according to where students sit: "Okay, the four of you in the back—Millie, Jim, Anita, and Lou—you are group one. Move your chairs close together." Circulate from group to group during such activities, giving what help you can.

Early in the term, each group assignment should be provided in writing in order to minimize the repeated asking of questions when assignments are made orally. Place a time limit on group discussions either by monitoring the time yourself or by setting a kitchen timer (which is one of the teacher's best friends in the classroom) for ten or fifteen minutes. Accustom students to having group work followed by a smooth and orderly return to the full class setting.

TEACHER REPLANS GROUP ACTIVITY

Joanne Wells had taught O. Henry's "The Gift of the Magi" to her fifth-grade students as a student teacher. She had always been fond of the story, but teaching it was not one of the most striking successes in her student teaching experience. She had asked her students to read it for a given day and began her class that day by asking, "How did you like 'The Gift of the Magi,' class?" Silence. "Oh, come on," she persisted. "You must have had some feelings about it. How many of you read it?" All but a few hands went up. "So, how did you like it?"

Timidly, one student responded, "I thought it was dumb." Then there was a chorus of "Yea! Me, too. I think it's a dumb story. Why can't we ever read anything good?" Joanne was crushed; however, she decided to try "The Gift of the Magi" again this year with her fifth graders but to approach it differently.

Joanne's class has twenty-five students. They are cooperative youngsters and can be depended upon to do their homework. Joanne assigned them "The Gift of the Magi," but not before telling them a little bit about O. Henry and a little bit about what they might expect to find in this very short tale. She also explained the title. She emphasized that the story was short enough to be read in a few minutes.

The next day when two students were absent, Joanne made six groups from the twenty-three students in attendance. Then she passed out to the students a dittoed sheet with seven questions:

1. Does O. Henry plunge right into his story, or does he give you a great deal of background information? What effect does this have on his story?
2. When does the story take place, and why does the author select this time of year? Could the same story have been told at some other time of year? Why or why not?
3. Exactly what details do you know about the husband in the story? Write them down.
4. Exactly what details do you know about the wife in the story? Write them down.
5. Exactly what details can you list about how the husband and wife live? Write them down.
6. Who tells the story? What effect does this have on the way the story is told?

If you finish discussing the question assigned to your group before the time is up, go on to Question 7 and discuss it.

7. An *irony* is something that has an outcome the opposite of what is expected. For example, an unemployed man sells his car to buy food. The next day he is offered a good job selling insurance by a company that needs a salesman with his own car. What ironies can you find in "The Gift of the Magi"? How does the author use irony to develop his story?

After distributing the questions and assigning her students to groups, Joanne said, pointing to each group as she made her assignments, "Group 1, work on the first question; Group 2, work on the second question, etc. I am setting the timer for ten minutes, so work fast."

The groups began their work as Joanne started to move among them.

Questions for Thought and Discussion

1. Why do you suppose Joanne's first attempt to teach "The Gift of the Magi" was abortive?
2. How would you react to students who, when asked how they like something, say they think it is dumb? Try to analyze your first emotions when something like this occurs, and then consider whether or not you should allow your students to be aware of these initial emotions.
3. If you had been teaching Joanne's first group of students, what would you have done after students expressed their opinions about the story?
4. Should Joanne allow friends to work together? Why or why not?
5. What kinds of outcomes would you anticipate from Joanne's second approach?
6. What should Joanne do if, when the timer goes off, her students want more time? Think this question through and discuss it fully.
7. When the students reassemble as a class, how might Joanne best proceed to insure optimal discussion?

Projects

1. The next time you have a discussion in one of your classes, keep track of the dynamics of the discussion for five or ten minutes. You may wish to make a chart roughly resembling your classroom, drawing arrows to indicate the direction of the discussion. The chart, which may grow quite complex in five or ten minutes, will tell you whether you have a real discussion under way or whether there is the semblance of discussion—that is, the students and the teacher are talking, but two or three students are doing all the studenttalk. Also notice whether every contribution is routed through you. If a discussion is really proceeding at the best level, students may address each other rather than you.
2. Compose four or five questions appropriate to your teaching situation that might elicit such responses as Joanne elicited when she asked, "How did you like 'The Gift of the Magi'?" Then compose a list of questions which might elicit a more productive response. For example, what might have happened if Joanne had begun by asking, "Do you know anyone who has made a great sacrifice to give someone else a gift?" or "What do you think O. Henry is trying to tell his readers in 'The Gift of the Magi'?" or "Have you ever sacrificed to give someone something that the person could not use? Tell us about it."

Discipline. The only discipline that is worth anything is the discipline that comes from within that is based upon moral conviction. If someone does not run a red light because a police car is near, the control is only temporary. People who do not run red lights because they realize that society has, for the benefit and safety of the majority, made laws which prohibit them from doing so, will obey those laws whether or not anyone is watching. We can restrain students from doing things they should not do, but until they have been convinced that they must act according to certain precepts and prescriptions of their society, their behavior is likely to be erratic.

Corporal punishment provides teachers with an immediate and direct way of dealing with infractions of rules by students. When it is used, however, the teacher is usually admitting defeat and is essentially saying, "I just can't think of any rational way to handle this situation." If the aim of disciplinary action is to alter student behavior over the long term, as certainly it should be, then acts of unacceptable behavior should be dealt with in such a way that students understand why a given action is unacceptable and undesirable. Corporal punishment, while it communicates dissatisfaction and disapproval, usually does not set students on a course of altering their behavior in such a way that they will not again commit the infraction for which they are being punished. The most persuasive argument against corporal punishment is inefficiency. It is used to achieve outcomes which it seldom succeeds in achieving. If it serves any purpose, it is that of allowing a teacher to vent his or her aggressions on a student who is relatively defenseless. Mature people do not find it necessary to engage in such behavior.

TEACHER LEAVES CLASSROOM FOR EMERGENCY

Josie Royce, a first-year art teacher who works on a rotating basis in two elementary schools, was at the Hazel Wiggins Elementary School for the afternoon. She was using Ms. Pendleton's classroom because it is equipped with a sink where students can wash out their paint brushes and obtain water for their watercolors. Josie's first class of the afternoon was a fourth-grade group. Normally their regular classroom teacher would have stayed with them; however, she was not feeling well, and Josie suggested that she might go to the Teachers' Lounge and rest. She appreciated this and, thanking Josie, did so.

Josie began by showing students how to achieve perspective in a work of art. This instruction took about fifteen minutes. Then she had each student go to the sink, take a paper cup, and fill it with water, as she distributed sets of watercolors and some paper to each desk. Just as this preliminary activity neared completion, a voice on the loudspeaker announced, "Ms. Royce, there is a green Ford on the parking lot with its lights on, and we think it is yours. The doors are locked."

Josie replied, "Thank you. I will go right out and turn the lights off." She then turned to the class and said, "I will be right back. You have everything you need to begin your work. Just start your drawings."

It took Josie three to four minutes to run her errand and return. As she neared the classroom, she heard noise coming from within. Upon opening the door, she was suddenly in the midst of a waterfight. Several students were drenched and some had great smears of watercolor on their clothing. Josie screamed at the top of her lungs, "Sit down this instant! Who is responsible for this? Everyone of you is going to stay here until this mess is cleaned up if it takes until six o'clock. This is disgraceful! What kind of children are you?"

Questions for Thought and Discussion

1. How might Josie have handled the problem about her car lights without risking the sort of situation that ensued?
2. If a teacher has to leave a classroom for some emergency, what measures can be taken to minimize the risks?
3. Did Josie react maturely to the situation she found upon her return to the classroom?
4. Might the secretary in the school office have done anything to prevent the difficulties that occurred?
5. Think through the scenario, carrying it on to the point that Josie deals with it as maturely as possible.
6. Should students ever be left alone in the classroom?

Projects

1. Find out whether your school has any stated policy about leaving students unsupervised even for short periods of time.
2. Find out whether your school has a policy about requiring students to stay after school as a punishment.
3. Let us assume that a child had been injured while Josie was out turning off her car lights. Who would have been legally responsible for that injury? Does your school have a policy regarding this sort of situation?

TEACHER DEALS WITH BICKERING STUDENT

May is not the easiest teaching month, particularly if one is teaching seniors. School is not on their minds; graduation is. Millie Gill, a first-year science teacher at Jesse O. Wolfe Senior High School, dreaded meeting her anatomy class, 40 percent of whose twenty-seven students were graduating seniors. Those who were going to college had been admitted. Those who were not going to college were job hunting. School was taking a back seat in their lives, and their attitude was taking its toll among the sophomores and juniors in the class.

One of Millie's major problems was that students simply were not doing their homework assignments. She could not let the seniors get away with this practice and still hope to get work from the others. She felt that her class was falling apart. Finally, she decided to play her trump card in an effort to turn the situation around.

Mac Shoemaker, one of the school's football heroes who had been sought after by a number of colleges and universities and had accepted admission to the state university, had not done his assignments for weeks and had received a

failing grade on the last examination. Millie thought that she might turn the class around by making an example of Mac. So, when she called on him and he responded, "Ms. Gill, can I go down to the office and see if my class picture is ready yet? I'm supposed to take it and have it framed this afternoon," she pressed him by saying, "No, Mac. You may not leave the class. I want an answer to my question."

Mac persisted, "Aw, c'mon, Ms. Gill. Let me go and get my pictures."

"The question, Mac. The question. It was in the chapter that you read for last night. If you look at the diagram you were asked to draw, the answer should be obvious."

"You're mean, Ms. Gill. Why are you buggin' me like this? You usta like me."

"May I see your diagram, Mac?" she asked.

"I forgot it. It's in my locker. Can I go and get it?" Mac responded.

"No, Mac. Instead you may report here at 3:10, and I will have a good two hours' work for you to do. You are going to make up your work or pay the penalty. You could fail this course, you know, and not be graduated."

Mac shouted, "I can't stay. I ride the school bus. I have to help my brother work on his car today."

"Three ten, Mac. I will call your family and tell them to expect you home around five thirty."

"Five thirty! How will I get home? I'll have to hitchhike and that's dangerous."

"Three ten, Mac. I will drive you home." Ms. Gill then turned to the chalkboard and wrote, "Mac Shoemaker, Detention, 3:10, May 9."

Questions for Thought and Discussion

1. Bickering is a favorite pastime of some students. Lee Canter, a specialist in the field of school discipline, warns, "Never argue with a kid. You'll lose—and they lose in the long run." (See *Newsweek*, July 10, 1978, p. 69.) Canter suggests that instead of debate, the "broken record" approach should be employed—repeat the same thing ("Three ten, Mac") over and over again. Do you think that Ms. Gill handled this situation in such a way that bickering was minimized?
2. Might Ms. Gill have avoided this whole situation by making some special provision for the seniors in her class during the last two months of school? What are some provisions she might have made? Would she have had to clear any of these arrangements with her administrators?
3. Having carried things this far, should Ms. Gill have Mac serve his detention in her classroom? Why or why not?
4. Should any school personnel be informed that Mac has been given this detention? Why or why not?
5. Should Ms. Gill have volunteered to drive Mac home? Why or why not? How else might she have handled the problem of seeing that Mac had a way home?
6. Was Ms. Gill wise to threaten Mac with failing the course? Could she carry through on this threat in a typical public high school?

Projects

1. All teachers are called upon to evaluate student performance, to give grades. List four or five things that grades should communicate. List some nonacademic things that grades often do communicate.

2. Even though you may not be teaching seniors, there are times when alternative activities will benefit your students. Think of as many alternative activities as you can for students in your classes. Remember that each alternative should provide a legitimate learning experience but should be tailored to the needs, interests, and abilities of individual students.
 3. If you were Ms. Gill, what would you try to achieve with Mac if he comes for the detention? How would you deal with the situation if he does not show up?
-

Keeping Confidences. Everyone needs someone in whom to confide. Students often turn to the teachers they like best as confidantes. On the one hand, this is flattering and may seem to be in the students' best interests. However, teachers must be aware of the hazards involved. If a student asks to tell you something in complete confidence and you promise that the revelation will remain confidential, you have a responsibility to the student to keep it so. If you fail to do so, your credibility and honor are at stake. Yet, some matters revealed in confidence require attention which cannot be given without breaking the confidence. Therefore, if a student requests that you listen to a problem and keep it completely confidential, your most honest answer should be, "I cannot promise that without knowing what you want to tell me. I can only promise you this: I will not be shocked; I will not use my knowledge of what you are going to tell me to embarrass you; and I will do everything I can to help you with your problem." Students usually reveal deep confidences because they want help and do not know where to turn. The suggested answer offers precisely what they need and want, although they may not realize consciously that this is the case.

STUDENT CONFIDES IN TEACHER

Ms. Jones is Leona's favorite teacher. Although Leona had intended to take only typing, she enjoyed Ms. Jones's typing class so much that she signed up for shorthand, and she is doing very well because she gives more of her time to this class than to anything else she is studying. Although Leona has not been falling down in her work, something about her has been different for the past two or three weeks. She was somehow troubled and seemed more withdrawn and quiet than she formerly was.

She often stayed after class and talked with Ms. Jones, since both have lunch right after the fourth-period shorthand class. Ms. Jones thought it best not to mention the change in Leona or to ask her about it. It might be teenage moodiness, and Ms. Jones thought it would pass.

One day, however, Leona lingered after class, helping Ms. Jones to put some books away. As she was doing so, she closed the classroom door, turned to Ms. Jones, and said, "I need to tell you something important. If I tell you, will you promise not to tell anyone else?"

Ms. Jones, taken by surprise, retorted, "Of course, Leona. You know that anything you tell me will stop with me. What is it?" Ms. Jones expected to hear that Leona was infatuated with a boy who didn't know she existed, a typical problem for a fifteen-year-old girl. But instead, Leona said, "Well, you know, Ms. Jones, my Daddy left us a while back."

"Yes, I remember your telling me that, Leona. You must miss him."

"Well, we're getting along. But my Mama's brother moved in with us a month ago, and Mama says it sure does help with the expenses. It's hard for her working nights at the hospital and trying to run the house and keep the family going the rest of the time."

"I imagine it is," Ms. Jones responded. "I admire anyone who can do that. But what is *your* problem? Don't you and your uncle get along well?"

"Oh, yes. We get along okay. He's nice to me. He buys me things and takes me to the movies. But—well, I feel silly talking about it to you . . ."

"Talking about what?"

Leona shifted positions. She stared at the floor and said, "Well, it's just that . . ." She slouched down and stared at the ceiling.

"Yes?" Ms. Jones encouraged. "What?"

"Well," said Leona, again shifting position and looking out the windows, "he tickles me a lot."

"Oh, and you don't like being tickled? I know how that is. I hate it myself," Ms. Jones volunteered.

"Well, it's not just that," Leona said. "You promise you won't ever tell on me," she pressed.

"I have promised, Leona," Ms. Jones reminded her.

"Well, ma'am," stammered Leona, trembling, "he wants to mess around at night when my Mama's working. You know what I mean?"

"Oh, Leona, you poor baby," said Ms. Jones, putting her arm around the girl who was now sobbing. "How terrible for you. We have to talk to your counselor about this. We have to get you help."

Leona jumped up and pulled back. "No!" she screamed. "No! You promised you wouldn't tell anyone. You can't tell, you can't."

Questions for Thought and Discussion

1. Given the total situation, how can Ms. Jones best help Leona at this point without having Leona feel betrayed?
2. When Leona asked for a second promise of confidentiality, might Ms. Jones have proceeded in some other way that would have led to a more productive and desirable outcome? How?
3. Was Ms. Jones's final reaction the best one for the situation? Assuming that things had gone that far, how else might Ms. Jones have reacted and responded?
4. Should a teacher who receives information such as Ms. Jones received pursue the matter, or would that be interference with a problem which is really outside the domain of the school?
5. In this situation, can Ms. Jones in good conscience go back on her promise?
6. Do you think that Ms. Jones should confront Leona's uncle with what she has been told? Do you think she should see Leona's mother to discuss the matter?

Projects

1. Find out whether your school has a policy regarding teacher contacts with parents. That is, in a situation similar to the one described, would you be in violation of a school rule if you worked directly with the family and told school officials nothing about the matter?
 2. List five common matters about which students might approach you and ask that you treat the matter with complete confidentiality.
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Don't Tempt Students to Steal. Be careful of your belongings. Purses and wallets that are not carried on your person should be stored in a locked closet or in a desk drawer, preferably locked. Other valuables and money collected for school lunches and the like should be kept in the most secure place possible. If temptation is not present, thefts will be minimized. It certainly is not fair to students for teachers to leave money and valuables out where anyone can pick them up. One person may do the stealing, but the suspicion which may be cast upon a whole class in such a situation is demoralizing and, if care is exercised, can be avoided.

TEACHER'S WATCH DISAPPEARS

Andy Law was just reaching into an aquarium in which he kept aquatic worms when someone knocked on his door. He went to answer the knock, stepped outside to talk with the vice-principal who needed to ask him something, and came back into the room within one minute. Returning to the aquarium, he noticed that his new digital watch, which he had set down on the table on which the aquarium was resting, was missing.

Andy turned to the class and said, "Okay, guys, a joke is a joke, but I want my watch back. My wife gave it to me as an engagement gift. She'll kill me if I lose it. I'm going down to the Teachers' Lounge and drink one bottle of soda. Then I am coming back. I want that watch on my desk when I get here. See ya."

Andy did as he said, and when he returned to the room, his watch was on his desk. He said, "Thanks, guys," stuck the watch in his pocket, and returned to the aquarium.

Questions for Thought and Discussion

1. What did Andy do after his watch was returned that would have prevented the problem in the first place?
2. Do you think that Andy handled this situation in the best way possible? How else might he have handled it? What might the results have been?
3. If Andy's school had an ironclad rule that teachers may not leave classes unattended, how might Andy have handled the situation without maximizing it?

4. Andy gambled and won. But suppose he had returned to the classroom to find that his watch had not been returned? How might he have proceeded then, and with what anticipated results?
5. Do you think that Andy made a mistake in not discussing the situation with his students after he got his watch back? Should anyone have been punished? Discuss fully.
6. Do you think that Andy's telling the students where he got his watch increased the possibility of its being returned?

Projects

1. What is your school's policy about classroom theft? If a theft is reported to the office, must it be in writing? Must the police be involved?
2. If you have insurance on your household goods, you may be covered against a loss of this sort under the "Mysterious Disappearance" clause which some policies contain. Check to see whether your insurance includes this coverage; see what the provisions of the coverage are; and, if you find that you are not covered, check with your insurance agent to see how you might receive such coverage.

What Students Expect from Teachers. Remember that students have expectations about you. Among their expectations are the following:

1. Teachers will offer leadership and guidance.
2. Teachers will respect students sufficiently to demand that they do their best.
3. Teachers will be fair and unbiased in their dealings with students.
4. Teachers will be consistent.
5. Teachers will be clear in stating what they expect of students.
6. Teachers will show students that they care.

Teachers who remember these basic expectations will probably have good and rewarding relationships with their students and will find immense satisfaction in these relationships.

RELATIONSHIPS WITH PARENTS

Some parents may be a source of concern to beginning teachers, many of whom suffer from an understandable insecurity and self-doubt during the earliest stages of their professional careers. Other parents—by far the majority—are supportive and understanding people who can be of great help to the teacher who is finding his/her way professionally. The best school situations exist where teachers, administrators, and parents work

together in close harmony, understanding, and cooperation. Beginning teachers are not always sure that they have the ability to contribute to the sort of harmony which results in a productive teaching situation.

Children's First Teachers. By the time children reach school, they have had many teachers and they have learned more than half of all they will ever know, no matter how extensive their formal educations are to be. They have learned from their siblings, but more importantly, they have had prolonged and consistent teaching from their parents, or such surrogate parents as they may have been exposed to in their first three or four years of life. They have learned a variety of specific behaviors which are readily apparent: speaking, obeying, answering, counting, observing. They have also learned many more subtle lessons relating to moral codes, values systems, subconscious or unconscious reactions, means by which to have their needs fulfilled and their desires satisfied.

Some students come to school reflecting the codes, principles, and language patterns of the dominant society because their role models—parents, surrogate parents, siblings—have been members of that society. Others come to school reflecting the codes, principles, and language patterns of societies which are somewhat foreign to their teachers and manifesting behaviors which their teachers find difficult to understand. When such is the case, it is easy for teachers, and particularly for teachers with minimal experience, to rush to judgments which can substantially color their attitudes toward some of their students and which can build barriers between them and the students they are trying to teach.

At this point it should be helpful to remember that the behaviors and values which your students exhibit have usually been learned within the family structure. To condemn these behaviors and values is to condemn the institution out of which they have grown, the family. Whether students have had good or bad teaching within the family is really not a question to be debated. Students reach teachers at a given developmental stage. Teachers will succeed with students only if they strive to understand the developmental stage at which their students are and attempt to work intelligently and nonjudgementally from that point.

Understanding Parents. While few generalizations are 100 percent reliable, some generalizations can help you to understand situations involving parents. Two generalizations regarding parental attitudes toward children should spring to mind when dealing with parents, particularly when dealing, as you may sometimes be, with hostile or highly critical parents:

1. Most parents regard their children as their most precious asset.
2. Most parents want their children to succeed, although their definition of success may be at wide variance from that of the individual teacher, the school, the community, and the dominant society.

Teachers at all levels will deal more effectively with parents if they remember also that parents who come to school, whether in a spirit of cooperation or in a state of vitriolic displeasure, are, by their very presence, showing that they have an active interest in their children and in the edu-

cation of these children. This is a very positive base upon which you can try to build the bridges which must exist between teachers and parents if the educational situation is to be ideal.

How to Handle Complaints and Questions. Angry parents are reacting protectively, possibly about something that they do not fully understand or possibly about something that has been misrepresented to them. Your first job is to ascertain the parent's specific complaint or question and then in a calm and rational way to try to answer the complaint or question. The student involved, as well as the parents, should in some cases be present at parent-teacher meetings. If it is apparent that the parents have received a distorted version of something the teacher has said to the student or to the class, the student should be asked to retell his or her version to the parents with the teacher present. At this point, if the distortion persists, do not call in other students to substantiate what actually happened, because this situation puts such students in an awkward position. However, it may be that substantiation from other students should be given in private to a school administrator in your presence.

Administrators' Roles in Parent-Teacher Conferences. School administrators (principals, vice-principals, department heads) and support staff (counselors, subject matter supervisors, school psychologists, school nurses) can be a valuable asset to you during conferences with parents. No beginning teacher should be expected to have conferences with parents—except at times when all parents are invited to school to talk with teachers as part of a school-wide activity—unless a principal, vice-principal, department chairperson, subject matter supervisor, counselor, or some other designated staff member is present. In many cases, the student involved should also be present unless the parent needs to reveal confidential information about the child to the teacher. For example, a parent might need to tell a teacher that a child is diabetic and should not be given sweets in class, or that a child has a heart murmur which might cause difficulties during strenuous physical activity. If the child is sensitive about such a condition, it would be best that he or she not be included in such a conference. Consider the following case study and think through or discuss with another teacher the questions that follow.

PARENTS UPSET BY READING ASSIGNMENT

Adele Parsons has been teaching English at Midway Senior High School for three months. She was asked one day to come to her vice-principal's office to meet with the parents of one of her eleventh-grade students. As soon as her third-period class was over, she went to the vice-principal's office since fourth period is her lunch break.

Mr. Forbus, the vice-principal, met her at the door to the main office, asked her into his office, and told her, "Mr. and Mrs. Martin are in the conference room waiting to talk with us. They are upset because Robin brought home a copy of

Catcher in the Rye and said that she was reading it for an English assignment. I have just looked over the syllabus that you filed in the office and notice that you list *Catcher in the Rye* as one of six books that might be read in fulfillment of the requirement to read a novel during this marking period. Did Robin talk with you about her selection?"

Adele replied, "No, I don't recall that she talked with me specifically about the book, but I introduced each book on the list to the class. I told my class that the language in two of the books, which I clearly identified, might be offensive to some students and that I expected them to exercise judgment in choosing a book which would be right for them. I specifically warned them about *Catcher in the Rye*, because I know it has caused difficulties in other schools. But it is on our approved list of alternate readings for eleventh grade, isn't it?"

"Yes, Ms. Parsons, it is on our alternate list, and you appear to have proceeded with good professional judgment in introducing the book. Also, you did file your syllabus, so, thankfully, we knew what you were teaching and were not taken completely by surprise," Mr. Forbus answered. He continued, "If you would like me to, I will handle the situation from here. But frankly, I would really like you to meet with the parents and try to explain the matter to them yourself."

"I am perfectly willing to do that," Adele replied, "but I would like you and Robin to be present."

"That's fine with me. I will send for Robin."

Questions for Thought and Discussion

1. Did Ms. Parsons show good professional judgment in agreeing to meet with the parents after Mr. Forbus had given her an out? Why or why not?
2. What might be accomplished by having Robin present for the meeting between Ms. Parsons and Robin's parents? Do you see any disadvantages to Robin's presence?
3. Do you think that schools have the right to teach controversial books or controversial theories such as evolution? Discuss the arguments for and against the use of such materials in public schools.
4. Do you think that Ms. Parsons is on solid ground in the way in which we are told she dealt with *Catcher in the Rye*? Give specific instances to support your argument.

Projects

1. Draw up a list of guidelines that you think might help you in dealing with controversial material within your own subject area(s).
2. With some friends, role-play the meeting between Ms. Parsons and Robin's parents, with Ms. Parsons on the offensive: "I know you are concerned parents, but I want to know what training you have in literary analysis. A large number of professors at major universities think that *Catcher in the Rye* is appropriate reading for senior high school students. Are you going to tell me that you know more about literature than they do?" Now role-play with Ms. Parsons in a more reasonable stance: "I can understand your concern, but first, tell me what specific objections you have to this book. Have you read the whole book, or are your objections just to some parts that you have read? Are you aware that my students were allowed to read one book from a list of six in order to complete this assignment?"

Ambitious Parents. Many parents are ambitious for their children. They fret if the English teacher encourages free writing or creative dramatics rather than grammar drill or spelling. They feel that the social studies teacher who involves a class in playing games like Diplomacy or Tripoli is wasting precious time during which factual information—names, dates, treaty provisions—might be taught, losing sight of the fact that students, through playing games, might be learning concepts which will enable them to understand and apply the larger elements which motivate political and social development. In short, many parents—even the best educated—may not understand the inquiry method of teaching which has been used with considerable success since Socrates elicited from the slave boy Meno, through skillful questioning, an enunciation of the Pythagorean theorem.

Teachers dealing with apprehensive parents cannot very well suggest, without appearing condescending, that they go out and read the Platonic dialogue (*The Meno*) which recounts the lesson noted, although this is a dialogue which teachers might well read and periodically reread. Rather, you need to understand and appreciate parental concerns and need to be prepared to explain a teaching method which begins with student interest and enthusiasm and leads ultimately to a mastery of factual material as well as to the development of an ability to understand principles which can, once understood, enable students to cope with new sets of facts and with new complexes of situations. Put in rudimentary terms, if students in the primary grades are taught that two apples plus two apples equals four apples but cannot transfer that information to the abstract level (two of anything plus two of anything equals four of something), the learning experience has been very limited. Students who learn, let us say, the provisions of the Monroe Doctrine but are not encouraged to think of the Doctrine and its provisions in terms of the recent Panama Canal agreement have not mastered any usable information, even though they may pass the test on the Monroe Doctrine. Students who have role-played the Panama Canal debates after having been exposed to the provisions of the Monroe Doctrine, even though they are engaged in a game-like activity during class time, are being forced to use their information rather than merely to store it. Most parents can be made to understand such learning, provided a patient teacher can explain it lucidly and convincingly.

It may be useful in situations like this to invite parents to attend a class or two to see what is going on. However, before parents attend a class, it would be helpful to brief them on the substance of what is going on as well as on the philosophy of the learning experience. If you can work with a few parents in this sort of situation, these parents can become your greatest and staunchest allies when other parents misunderstand what is going on. The first function of teachers is that of helping people to understand things. *People* in this context does not mean only students, although it includes them; it means parents, other teachers, members of the community, administrators, and school staff as well.

PARENTS UPSET BY FIRST GRADER'S INABILITY TO READ

Muriel Stromberg is a first-year teacher at the Ashley E. Wolfe Elementary School where she teaches first-grade students. Late in January, the parents of Michael Sills asked to see her after school one day at her convenience. A date was set, but not before Muriel ascertained that Michael's parents were concerned because their son was not yet able to read. Muriel's principal, who has a master's degree in reading, agreed to sit in on the conference which took place in Muriel's classroom at 3:15 in the afternoon.

After polite introductions, Michael's mother volunteered, "We don't like to complain, Ms. Stromberg—in fact, we're not complaining. We are just worried. Michael has been in school since September, and he still can't read."

"I can understand your concern," Ms. Stromberg replied, "but I am sure you realize that children learn at different rates and that, even though Michael has not yet learned to read, he is showing above-average ability at other things such as drawing and music."

"But he won't be able to make a living at drawing and music," the mother retorted. "We want to see Michael make something of himself, go to college, and study for a profession. He can't use drawing and music for that, can he, dear?"

Mr. Sills nodded and mumbled, "No, no. I guess he can't."

An uneasy silence ensued.

The principal interjected, "I am sure that Ms. Stromberg does not mean to imply that drawing and music are all that Michael will be taught in the first grade, do you Ms. Stromberg?"

"Of course not. But right now Michael seems tense and nervous when he tries to read, and I think it is best to let him develop a little more self-confidence by working on things that he enjoys and can do well. Most of the children in Michael's room are reading, and I am sure that Michael will be reading very soon."

"But that is just the point," the mother responded. "The other children *are* reading, and Michael isn't. Why should this be?"

"Not all the other children are reading; some of them, like Michael, are not ready yet. But every day they are making progress; and if they are not forced into reading before they are ready, they will learn to read more quickly once they start."

"Well, we don't care about the other children who can't read. Maybe they aren't going to college. But Michael is, and he has to learn to read."

Mr. Sills nodded and remained silent.

"And he will," Ms. Stromberg assured them. "In order that you understand some of the things we are doing, I wish that one or both of you could come and sit in on Michael's class when we have our Parents' Day, so that you can have a more complete picture of how the class operates and of the sorts of skills that every child is learning."

"I want to do that," Mr. Sills replied. "But couldn't I come sooner and observe for part of the day?"

The principal answered, "Before Ms. Stromberg answers that request, perhaps we should consider whether it would make Michael feel awkward or embarrassed to have you attend the class when no other parents are in attendance."

Mr. Sills said, "That's a good point. We don't want to embarrass the kid. That would only make things worse."

Questions for Thought and Discussion

1. If Ms. Stromberg's principal had not been able to attend the conference, who else might she have asked to be with her?
2. Do you think that Michael should have been present at the conference? Why or why not?

3. If you have a conference with both parents and one parent does most of the talking, is it wise to try to bring the other parent into fuller participation? How might Ms. Stromberg have done so in this situation? Might the principal have made an effort to involve Mr. Sills?
4. If Mr. Sills had been involved more fully in the conference, do you think its tone might have been somewhat different? Defend your answer.
5. Was Ms. Stromberg's principal diplomatic and supportive of the teacher in this conference? Explain.
6. Was Ms. Stromberg wise to encourage the parents to come to Parents' Day?
7. Having had this conference, do you think Ms. Stromberg should put more pressure on Michael to get him to read? Discuss fully.

Projects

1. List three academic skills that you think most students should have by the time they finish first grade.
 2. List four social skills that you think most students should have by the time they finish first grade.
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PARENT UPSET BY TEACHING METHOD

Stewart Bennett teaches algebra and geometry at Technical High School. He knows the principles of the new mathematics and also has a good background in more traditional approaches. He himself learned geometry by memorizing theorems and their proofs; often he did not really understand the theorems he had learned in any operational way; but with the theorems memorized and their proofs in mind, he could do well on his tests in the subject. Although he had received an A in his high school geometry course, it was not until he studied drafting, mechanics, and some basic architecture courses that he really began to understand how and why geometry works.

Therefore, as an enthusiastic first-year teacher, Stewart decided to teach geometry from an inquiry base; he decided to work from actual problems to which students can relate in their daily lives rather than to use a textbook during the first three months of the course. He intends to introduce the textbook after the Thanksgiving holiday, by which time he expects his students to have learned inductively most of what they need to know about the relationships which are presented in the form of theorems in the geometry textbook.

Late in October, Stewart was called to his principal's office. The father of one of his students, Karen Johnson, was present when Stewart arrived on the scene. After the two were introduced, the principal said, "Mr. Bennett, Mr. Johnson has come to talk with me and to express his concern that you are nearly two months into the geometry course and have not yet used a textbook or taught any theorems or proofs. I don't know what to tell him. Our records show that you have been issued textbooks for the course. Do you have them in your possession?"

Stewart answered, "Yes, sir, I have them and I plan to issue them after the Thanksgiving vacation when the students have . . ."

"After the Thanksgiving vacation!" Mr. Johnson interrupted. "That's the silliest thing I ever heard of. They'll be better than halfway through the course by then, and they won't know any geometry."

"Actually, Mr. Johnson, Karen knows a great deal of geometry. In fact, she is one of my strongest students and seems to be headed for a solid A in the course. She . . ."

"I don't care about the A in the course!" Mr. Johnson retorted. "I want her to learn something. What kind of standards do you have?"

"I think I have quite high standards," Stewart protested. "I want my students to understand the workings of geometry before they begin to memorize theorems. Understandings are what I am trying to teach, not facts isolated from reality."

"Mr. Bennett, please try to be calm," the principal intervened. "We will discuss this fully after Mr. Johnson leaves. Meanwhile, Mr. Johnson, I will promise you that Mr. Bennett will be using the books we have provided for him, beginning with tomorrow's class. I share your concern. I am no mathematician, but I will have high standards maintained in any school that I run or know the reason why. Thank you for calling this matter to my attention."

Questions for Thought and Discussion

1. Did the principal show good judgment in calling Mr. Bennett to his office while the parent was sitting there?
2. Seeing the initial situation, could Mr. Bennett have acted differently from the way he did? Might he have done anything earlier to forestall the sort of situation which the meeting with Mr. Johnson became? If so, explain.
3. The principal served a judgmental rather than a mediating function in this scenario. How might he have been a mediator rather than a judge? Could Mr. Bennett have helped him to assume a mediating role? How?
4. Should Mr. Bennett have requested that the matter not be discussed on the spur of the moment but that a future conference be arranged? If so, who should have attended the future conference? Why?
5. Did the principal have the right to make promises in Mr. Bennett's name? How would you have reacted to the principal's last portion of dialogue if you had been Mr. Bennett?

Projects

1. Write a brief note to your principal defending an unusual teaching method that you wish to employ in a class you are teaching. Be sure to describe the method, the anticipated outcomes, the length of time that you expect to use this method, and a rationale for its use.
2. You have decided to teach your course in an unusual way and you want parents to be informed. Write an open letter to parents of the students involved telling them what you plan to do, how you plan to do it, what advantages this approach might have, and inviting their questions, comments, and visits to some sample classes.

Teacher-Initiated Conferences. Sometimes you will need to call one or both parents to school to discuss a student's behavior or academic progress. For such conferences, it is advisable that an appropriate administrator or staff member attend. In such conferences, specifics should be presented and concrete suggestions made to the parent(s), with possibly some of the suggestions in writing.

It is well to take into account the parents' work schedules and arrange the conference at the least possible inconvenience to the parents involved. Setting up the conference by telephone is a good idea. If the conference concerns a student of secondary school age (about thirteen or above), serious thought may be given to including the student in the meeting.

Summary. If teachers and parents fail to get along, often the problem is one of communication. Concerned parents are showing an interest in their children. You may want to explain what is going on in class and provide pertinent information for them.

Sometimes parents see school administrators before they see teachers. Therefore, school administrators need information about what is going on in the school. When such information is not available, administrators may be taken by surprise when a complaint is lodged and may have no rational basis on which to defend the teacher in question.

You can help to enlist the support of parents if you send them occasional mimeographed newsletters describing some of the class activities. Such messages will keep lines of communication open between teachers and parents. When practical, newsletters might be prepared every six to eight weeks and sent home with students. A copy of each newsletter should be on file in the main office so that school administrators have easy access to it when necessary.

Remember that anger in an interview situation accomplishes nothing. No matter how unreasonable a parent may seem, the only way to work toward needed understandings is through clear explanations of what is going on and through the presentation of valid professional justifications for the teaching techniques and materials employed.

Avoid, if possible, making vague accusations about students. "Johnny is disruptive in class" is not very descriptive. It is much more convincing to be able to present an anecdotal record which chronicles some of the disruptive things that Johnny has done:

- 9/7 Refused to work on homework. Bothered students around him so that they could not work.
- 9/18 Exploded a firecracker in his desk. Note sent to counselor.
- 9/19 Tore a page out of his book when told he must do an assignment.
- 10/1 Threw another student's notebook out the window. Given a detention.
- 10/3 Failed to appear for detention.

RELATIONSHIPS WITH OTHER TEACHERS

Teachers are usually gregarious people, humanitarian in nature and sensitive to others. The best schools are those in which teachers get along well together and work cooperatively in the teaching/learning situation. Sometimes extremely close and sustained cooperation develops, as in team teaching. Sometimes the cooperation is merely the kind of consideration which one teacher practices to keep other teachers from being inconvenienced, the kind that relates to good citizenship.

Being a Good Citizen. Since schools succeed only to the extent that they are cooperative enterprises, it is necessary that members of the school community practice good citizenship with each other. Always try to avoid putting students in impossible situations over matters which are essentially between yourself and other teachers, although it is not always easy to keep students from being unfairly involved in such situations. Consider the following instance.

CONFLICT WITH COLLEAGUE OVER LATE NOTES

Peter Spruance teaches Spanish in Tecumseh Senior High School. He has had a recurrent problem in his sixth-period class because four or five of his female students arrive late two days each week, always perspiring and breathless. Peter's school demands late notes of students who do not come to class on time. This requirement was stressed during every orientation meeting that Peter attended with other beginning teachers. Therefore, the first day that four girls arrived five or six minutes late, he asked them to return to where they came from and get a late note. Donna, a good student and a very dependable girl, replied, "But Mr. Spruance, we have gym right before this class, and Ms. Noyes never lets us go to the showers until five minutes before the period ends."

Peter returned, "In that case, you will have to go back to Ms. Noyes and ask her to give you late notes."

Peter continued with his class. Ten or twelve minutes later when the four girls returned, one of them said, "Ms. Noyes said she couldn't take the time to write four late notes in the middle of her gym period."

Peter, following stipulated school rules, said, "In that case I will have to give you all detentions for next Tuesday. That means one hour after school." As soon as he could, Peter tracked down Ms. Noyes and checked with her to see whether the girls had given him accurate information about the situation. Ms. Noyes was rather cavalier about the whole thing, telling him, "Well, I guess we were a few minutes late getting to the showers, but the girls dawdle sometimes. And I just can't stop my whole gym class in the middle to give people late notes."

The next day Peter called the girls aside and told them that he was going to cancel their detentions because he had talked with Ms. Noyes who had substantiated the excuse that they had given him for their tardiness. The girls were grateful. However, the next day when they had their gym class again, the same four plus one who had been absent from school at the time of the last incident came huffing and puffing into class exactly eight minutes late. Peter told them this time they would have to have excuses or go to the principal's office and they

should tell Ms. Noyes what he had said. They returned fifteen minutes later, by this time having missed half of their Spanish class, with one scribbled note which read, "Late—five girls. E. Noyes."

Peter accepted the note, but he was outraged. He did not know how to deal with the situation. Ms. Noyes was an experienced teacher who had been in the school long enough to have become something of a legend. He did not want to have an open conflict with her, but she was placing him in a terribly difficult position by forcing him to play the heavy with his students over something that was really not their fault.

The next week when the five girls came in six minutes late, Peter said to them, "You have now missed the equivalent of one full period of Spanish. On Thursday, instead of going to your gym class, I want the five of you to report to this room to make up what you have missed."

The girls protested, "But Mr. Spruance, Ms. Noyes will kill us if we cut gym! She gives detentions if you look at her wrong."

Peter answered, "Don't let that worry you. I will square it with her. And you are not to regard this as a punishment. I just want to help you catch up. You have done nothing to be punished for."

Questions for Thought and Discussion

1. Was Peter making a mountain out of a molehill? Why could he not have just lived with the situation and allowed the five girls to come in a little late two days a week?
2. Do you think that Peter acted professionally in telling the girls to cut gym class and come to his classroom to make up the time they had missed?
3. Should Peter punish any of the girls who do not come to the extraordinary session that he has set up? Would he have administrative support for such punishment?
4. Should Peter have sent the girls to the office the first time Ms. Noyes refused to give them a late note? What might this have accomplished?
5. Has Peter done everything he could to let Ms. Noyes know he could not tolerate her keeping students so long that they were late for his class?
6. After the girls were late the second time, what is the most professional thing that Peter might have done to seek a solution to the problem?
7. When sending a late note for a student, what must a teacher include in the note in order for it to be valid?

Projects

1. Write a sample late note that you think would be valid.
2. Is your school strict about tardiness? What procedures have been established to deal with the situation?
3. Why, in addition to the fact that it is desirable for classes to begin on time and for teachers to have the full class hour at their disposal, are many schools very strict about enforcing rules relating to tardiness?

The Car Pool. Often it is convenient for teachers to ride to school together in car pools. While this is a desirable arrangement from many standpoints, not the least of which is fuel conservation, the car pool brings two or more teachers into a confined environment for a given length of time each day, and such situations can be breeding grounds for gossip.

Ideally, people riding together in car pools would talk about things not related to school; however, human nature being what it is, schooltalk may dominate the conversation. The best thing to do in such a situation is (1) to engage in no gossip or criticism of students, colleagues, or administrators; (2) to try to forget most of what you hear in such circumstances; and (3) to try to divert the conversation to channels that are more productive than gossip. Think how you would react in the following situation.

GOSSIP IN A CAR POOL

Bill Neal lives thirteen miles from Manfred Middle School where he teaches shop and coaches the football and baseball teams. He and his wife have only one car, and, because his wife works on rotating shifts at a nearby hospital, transportation can be a problem for them. Bill and his wife are both involved in car pools, however, so that the basic problem has been solved.

Bill rides to school each day with Frieda Lustig, a biology teacher who has taught at Manfred for five years, and her husband, Jack, who teaches German in another school in the same district. Jack has taught in the district for thirteen years. They usually drive three days each week and Bill drives two.

When school first opened, Bill found it helpful to talk with Frieda and Jack. They know a good deal about the school district and about the community at large. When Bill needed some audiovisual materials for his shop class, Jack and Frieda knew exactly how and to whom he should make his requisition so that he would get what he needed in the shortest possible time. When Bill needed to miss a half day of school to attend a professional meeting in a neighboring district, Jack and Frieda told him how to work this out with the vice-principal so that he would not be docked for a half day's salary.

At the beginning of the relationship, Jack and Frieda talked a great deal about their summer vacation, which they had spent in Germany and Switzerland. While Bill was interested in hearing about their travels, he was at that time more interested in learning what they could tell him about how to do things related to his work at Manfred. The Lustigs were very good sources of information and were sounding boards for him.

One day as they were driving to school, Bill said, "I am a little puzzled about one of my students. He was doing pretty good work in shop, but in the last few weeks, he seems to do nothing but daydream. He ruins materials, and I know that he doesn't mean to."

"What's his name?" Frieda demanded.

When Bill told her, both Frieda and Jack started to talk at once: "Well, I'm not surprised!" "That figures." "Have you ever seen his permanent record? He has an IQ of about 50." "I've known his family for years. They're just no good." "Probably his problem is that he's got a girl pregnant or he's got VD or something."

Bill didn't know what to do. He was fond of the boy in question and was genuinely concerned about him. Suddenly he was receiving all sorts of unsubstantiated, prejudicial information about him and hearing things that he thought he should not be hearing. He shrugged and said, "Well, I guess no one's perfect." There was a pause. Bill continued, "Hey, you guys are planning to come to the game on Saturday, aren't you?"

Questions for Thought and Discussion

1. Do you think that Bill handled the situation well when he thought it was getting out of hand? How else might he have handled it and with what possible outcomes?
2. What is the difference between obtaining needed information about a student from another teacher and receiving gossip about a student from another teacher?
3. What are some legitimate questions that you might ask another teacher about a student?
4. Do you think that beginning teachers should examine their students' permanent records before they begin meeting their classes? during the first month of classes? never, except when a specific bit of information is needed for a specific reason? Discuss and defend your answer(s).
5. Do you think that Bill violated his professional relationship with his student in bringing up the whole matter in the first place? Should he have given Frieda the student's name when she asked for it? How might he have gracefully evaded doing so?

Projects

1. Find out what information is contained in the students' permanent records in your school. Are there any limitations upon a teacher's use of such records?
2. What information in a student's permanent record might prejudice you toward or against that student? Make a list.
3. Find out to what extent the constitutional rights of students are protected by law.
4. If you are going to be part of a car pool with other teachers, do you think that you should reach an early agreement with them about gossip? If so, what are some of the areas which you would proscribe?

The Teachers' Lounge. Most schools have teachers' lounges, and, in secondary schools especially, the same people generally haunt these areas at the same hours. While some teachers scrupulously avoid the teachers' lounge, others spend every free minute there, often to catch up on or generate new gossip. Teachers who wish to use their free periods constructively are likely to duck into the lounge hastily to use the soda machine or to buy a cup of coffee; then they will usually beat a hasty retreat.

In schools where most of the rooms are in use continuously during the day, teachers cannot always remain in their regular rooms during free periods because other classes may be meeting there. However, for those who wish to work during their free periods, other space is often available. You may be able to use the departmental office. Some schools have teacher workrooms where it is assumed that teachers can work quietly and without interruption. If all else fails, you can usually be assured of a quiet working situation in the school library.

WORKING IN THE TEACHERS' LOUNGE

Joan Sutherland is a first-year teacher at Maybrook Junior High School, a rather overcrowded school in a district which is now building two new middle schools. Joan does not have her own classroom, but floats from period to period, carrying her books and papers with her. She has a desk in a classroom which is occupied primarily by another teacher, so she really feels that she can use the desk only as a repository for books and materials; she cannot sit and work there while other classes are in progress.

Since Maybrook has had to let its teachers' workroom double as a conference room because of the overcrowding, the teachers cannot be assured that space will be available to them during their free periods. The only place in which teachers can work during their free periods is the teachers' lounge. Joan goes there every day during third period, always planning to work. She is continually drawn into conversation, however, by four other teachers who are free at the same time.

Joan teaches an English-Social Studies block and believes in having her students do a great deal of writing. She would like to count on third period to read and grade the writing of her first-second period block. She teaches these youngsters again during seventh period, and ideally she would like to use part of seventh period each day as a revision workshop so that her students can work over their morning writing.

Joan's usual companions in the teachers' lounge are an art teacher, a physical education teacher, a counselor, and a mathematics teacher, none of whom has the same sort of reading responsibilities that an English teacher has. At first Joan used to sit reading her papers, responding to colleagues if they asked direct questions, but trying to keep the conversation short. The other teachers made a few side comments about the devotion of first-year teachers, all in good humor; but Joan felt a certain resentment underlying these remarks. Although she laughed them off, she finally began to feel that she had to be more sociable or risk losing the goodwill of these colleagues. Her only alternative was not to go to the teachers' lounge. But where else could she go?

Questions for Thought and Discussion

1. Do you think that it is realistic for Joan to try to read and return her students' papers so quickly?
2. In this sort of situation is the teacher more responsible to his/her students or to his/her colleagues? Discuss fully.

3. Assuming that there is no good place within the school for Joan to use for grading papers, what other constructive work might she plan for her free period which would obviate her difficulty?
4. Could Joan adjust the order of activities in her teaching so that she might achieve her ends within the existing context?
5. Since she does not have a classroom of her own, do you think that Joan might reasonably approach her principal and ask whether there is any place in the school to which her desk might be moved so that she could use it during her free time?

Projects

1. Explore your school building and make a list of all the quiet places that you find where a teacher might work uninterruptedly.
2. Make a list of constructive ways in which you can use your free time in school.
3. Role-play with some friends a situation in which Joan explains to the other teachers why she has to use the teachers' lounge for grading papers.

The Noise-Space Problem. In *The Hidden Dimension* (Garden City, N.Y.: Doubleday, 1966), a book which should be required reading for anyone concerned with classroom teaching, Edward T. Hall discusses at length the science of *proxemics*, which has to do with how space is used. Various people react quite differently to the space which they occupy, and teachers need to know something about their own reactions to territoriality as well to be sensitive to others' reactions to this question.

If you have ever lived in crowded conditions—in an apartment complex, in a college dormitory, in a rooming house—you know that people can intrude upon your space without ever setting foot in it. How about the people upstairs who dance at three in the morning? How about the aspiring writer next door whose typewriter is primed and ready to go at 6 A.M.? We have all had our own feelings about territoriality put to the test in such situations.

The problems which exist in communal living situations also exist in many schools. Soundproofing is never perfect, and individual tolerances to noise differ drastically. In *The Open Classroom* (New York: New York Review Books, 1969), Herbert Kohl proposes a means of handling the noise question: "If a particular teacher becomes threatening and your supervisors also disapprove of noise, then you may be able to find a way to calm the teacher down and negotiate a truce. Perhaps you can find that teacher's weakness and complain about it, instead of being defensive about the noise in one's own room" (p. 84). However, the latter solution is not the best one for the beginning teacher to use in most cases. Usually an understanding can be reached with neighboring teachers, as in the following case study.

NOISE FROM NEIGHBORING CLASSROOM INTERFERES WITH LESSON

Betty Jennings has a strange reaction to noise, and she realizes it. She does not mind being in the midst of noise—she can be the life of any party and she has no problem when her fourth graders crowd around her, all asking questions at once. But she becomes tense when the noise comes from outside her immediate sphere. She spent one terrible semester in a college dormitory, unable to concentrate on her work because of the various noises by which she found herself surrounded. She got through that semester only by going to her parents' home every weekend and doing the bulk of her schoolwork there. The next semester she rented a room in the home of a quiet widow, and noise was no longer a problem for her.

Now in her first year of teaching, Betty has a room which is separated by an all-too-thin wall from another fourth grade, whose teacher, Linda Mattox, is one of the most dynamic and successful teachers in the Amanda Wingfield Elementary School. Betty and Linda have become fast friends and have genuine respect for each other. But no friendship is perfect, and Betty is finding Linda a difficult neighbor. Betty, fortunately, has the maturity to realize that her tolerance threshold for noise is quite low, so she tries to assess the situation as fairly, dispassionately, and constructively as she can.

Wednesday afternoon was particularly gruelling for Betty. She had gotten her students to write poetry, and on Wednesday afternoon she wanted them to rehearse their poems and then read them into a cassette player. On the same afternoon, Linda was having her students play a sentence structure game which she had invented. The game involved a considerable amount of physical activity, and with it came the concomitant shouting of such an exercise when it is engaged in by fourth graders. Both classroom activities were excellently conceived, each appropriate to the students involved. Betty found the two activities incompatible, however, because every time a child was in the middle of reading a poem into the cassette machine, Linda's kids would burst into enthusiastic cheering which put Betty in mind of Churchill Downs on Derby Day. Linda, of course, was in no way bothered by what was going on in Betty's class.

On an immediate level, Betty was furious. She could have knocked Linda down for letting her kids produce all those decibels; but on a rational level, Betty knew that Linda was probably doing something which her kids loved and from which they were learning something, because Linda never had her students engage in a game-like activity that did not have some well thought-out learning outcome.

As luck would have it, Betty's car was in the shop that day. She had intended to take a taxicab home, but she thought it might be well for her to ask Linda for a ride. Linda was delighted to help Betty out. When they got into the car, Betty asked, "What a good day did you have?"

Linda was aglow. "Marvelous," she bubbled. "I taught my kids prepositional phrases without ever using the term until the very end. They just played the game, working through it with prepositional phrases, and it wasn't until the very end that they realized they were doing a form of grammar drill. I am going to do punctuation drill the same way tomorrow."

Betty gulped. "Oh, no," she thought, "not another day of games."

Linda continued, "You have a good day?"

Betty lied, "Yes. We did poetry. They wrote poems and then rehearsed reading what they had written, and finally we made a cassette of everyone reading an original poem. It's really great."

"Gee, I'd love to hear it," was Linda's sincere response.

"I've got it here in my purse," Betty allowed. "It'll play on your cassette player there, won't it?"

"Sure, let's hear it," Linda said.

Betty put the tape on and both listened. All at once Linda inquired, "What's all the yelling in the background?"

Betty responded, quite casually, "Oh, I think that's your lesson on prepositional phrases."

Linda looked startled and said, "Oh, Betty, honey, that's terrible. Why didn't you tell me you were going to be recording?"

Questions for Thought and Discussion

1. How do you react to intrusions on your space? How do you react to various types of noise? Does noise in some contexts bother you more than in others?
2. Can you think of any real solution(s) in the Betty-Linda scenario?
3. Do you think that Betty should just come out and discuss her problem with Linda? If so, in what way?
4. What are some measures that teachers can take to reduce classroom noise?
5. If you are planning a somewhat boisterous activity, do you think that you should let the teachers around you know in advance that you are anticipating a higher than average noise level at a given hour in the day?
6. Do you think that there will be high noise levels in rooms that are under good teacher control? Discuss fully.

Projects

1. Assess the noise level in your classroom, noting whether there are times when it is typically higher or lower than at other times. Try to determine what accounts for this difference.
2. What measures might you take to reduce the noise in your classroom and limit its range without inhibiting the learning experience of your students?
3. Ask some colleagues if you might sit in on their classes with an eye to assessing the noise levels that you observe there.

Cooperative Planning. The most dynamic and successful teachers are often those who have a broad view of what they are doing and who try to involve all kinds of people from the school population in the activities of their classes. Sometimes such teachers will seek out opportunities for team teaching; sometimes they will bring in outside resource people with special expertise; sometimes they will contrive ways to have other teachers in their school come to talk with their youngsters at appropriate times. Such cooperative activities are desirable as long as they are planned carefully and as long as it is clear to all involved that no one is being exploited or taken advantage of.

TAKING ADVANTAGE OF COLLEAGUE'S EXPERTISE

Edith Williams is a sixth-grade teacher at Willie Loman Elementary School. She knows the other teachers quite well and has a social relationship with a number of them outside school. One Saturday, she and her husband were invited to a cookout given by Margaret O'Connor, a third-grade teacher in her school, and her husband, Matt. After the meal, Margaret and her husband showed slides of a trip they took two summers ago to Civil War battlefields throughout the eastern part of the country.

Edith was intrigued both by the pictures and by the commentary accompanying them. Margaret and Matt knew their subject extremely well; and when they told about each field, you could almost imagine that you were there for the actual battle. Since Edith was just about to teach her students about the Civil War, she thought that she had found a marvelous resource to use ten days or two weeks hence. When the slide show was over, she said to Margaret and Matt, "That was so good, I'm overwhelmed. What marvelous photography and what a splendid sense of the history of the period you both have!" Margaret and Matt were genuinely pleased by Edith's high praise which was obviously sincere.

The next Monday at school, Edith inquired of Margaret, "What are you doing with your youngsters in social studies during the next few weeks?"

Margaret replied, "We are just about to study a book on famous inventors and their inventions. Sort of men-of-science kind of thing."

Edith suggested, "I'll tell you what, Margaret. I think your slide show is so good that I want my kids to see it as part of their study of the Civil War. I was just wondering if we could switch off for a couple of hours next week. You do your slide show with my kids, and I will work up something on men of science to do with your kids."

Margaret beamed with delight and quickly jumped at the chance to work with Edith's class doing something for which she had great enthusiasm.

Questions for Thought and Discussion

1. Would it have been better for Edith merely to ask Margaret whether she might borrow her slides on Civil War battlefields to use with her students? Why or why not?
2. Do you think that Edith and Margaret should receive administrative approval for their switch? Why or why not?
3. How do you think each teacher should prepare her students for the switch in order to pave the way for the other teacher?
4. Do you think it would have been better for Edith to suggest that she and Margaret combine their classes for the slide show? Why or why not?
5. If either teacher has one or two really disruptive students in her class, do you think she might make special provisions for those students? If so, what might she do?

Projects

1. Find out what hobbies or interests one other teacher in your school has that might be of interest to one or more of your classes.
2. What special interests, hobbies, or talents do you have that you might make available to some other teacher(s) in your school? List them.
3. Consider the desirability for your school of a file of faculty interests, hobbies, or talents which might be used in helping teachers to enrich their classes, and write up a proposal to give your principal.

Remember that every school is filled with people of unique abilities. If a school has thirty or forty teachers, it is unfortunate for its students to be exposed to only a few of them in a given year. The whole school situation can be enriched through well-conceived, carefully planned cooperative effort; and in the process teachers will be able to do something about which they really are excited.

Cardinal Principles for Getting Along with Your Colleagues. Your chances of getting along with your colleagues will be greatly enhanced if you bear in mind the following recommendations:

1. Don't gossip about students, colleagues, or administrators.
2. If you are placed in a situation where you hear gossip, forget it as quickly as you can.
3. If another teacher is doing something that annoys you, try to analyze *why* you are annoyed, and try to analyze whether what your colleague is doing makes sense in his/her situation.
4. Learn about your colleagues' interests and see whether you can arrange some exchanges based on their interests and abilities and your interests and abilities.
5. Respect your colleagues as people; and if you find that difficult, consider it a personal challenge to find out something about each colleague which you can genuinely admire and respect.
6. Do not expect your colleagues to do your work for you; if you ask them to do something for you, make sure that you are offering to do something reciprocally for them at the time you make your request.

RELATIONSHIPS WITH PRINCIPALS

Any public elementary or secondary school is a microcosm of the community within which it exists. If the community is progressive and forward looking, the schools of that community will be progressive and forward looking. If the community is racially troubled, the schools of that community will be racially tense. If the community is conservative about matters of dress and personal decorum, the schools of that community will demand conservative dress and decorum of its employees.

It is easy for beginning teachers to forget that most communities view their schools as institutions which are charged with supporting and preserving the value systems of the community. Whether this *should* be is not really the question; the situation *is*—it exists, it exerts its force upon schools, and the schools, which exist at the pleasure of the community, must in the final analysis be sensitive to the bidding of the community. Remember that no federal law exists which compels communities to provide schools for their citizens. Where schools exist, these schools are subject to certain federal laws relating to individual freedoms and equality of oppor-

tunity. But the salient fact is that communities can abolish their schools and not be in violation of any federal statute, although they may be in violation of state laws in doing so. Education is not mentioned in any way in the United States Constitution, nor do any federal mandates exist requiring that the individual states provide schools for the citizens of those states. The federal government becomes engaged in educational matters when the schools of a state abridge the constitutional guarantees of the citizens of such states in any way.

The School Principal. School principals are experienced teachers who have obtained an administrative certificate in order to qualify for their jobs. In most states, such people are required to have completed five years of satisfactory teaching as a condition of being granted such certificates. They will also have completed course work in such areas as school law, school finance, and other areas germane to the running of schools.

School districts tend to select as principals job candidates who seem able and willing to run their schools as the district officials want them run. This may seem reasonable enough, although some principals, in order to conform to this expectation, may have to shelve some of their own feelings and suppress some of their own beliefs.

This may seem like hypocrisy—particularly to beginning teachers. However, most principals have a vision of what they can ultimately accomplish in an administrative position; and in order to accomplish it, they must gain the confidence of the community which supports their schools.

Let us look at the following case study, bearing in mind two fundamental assumptions that can be made about school principals:

1. School principals, like other school administrators, may not have tenure in their administrative posts; rather, they may serve at the pleasure of the community.
2. Principals want to succeed, want to do the best possible job they can; however, they must do so within the boundaries defined by the community, or they are likely to be replaced by someone who will conform more closely to local standards.

PRINCIPAL ASKS PROSPECTIVE TEACHER TO CUT HAIR AND BEARD

Howard Conrad is to be graduated from the state university in May with a degree in science education and teacher certification at the secondary level. Jobs are scarce in his part of the country, and he needs to be within a reasonable distance of the university because he plans to work part-time for a certification in counseling and guidance. When Howard received word that a science position was to be filled at Talmadge Middle School in nearby Franklin, he applied immediately and arranged for an interview with the school principal.

Franklin is the county seat of an old county that has been essentially agricultural through the years. The war brought an army base within the county lines, however, which increased the population of the area by over 25,000. The base has its own elementary school, but youngsters from the base attend local schools from the sixth grade on. The federal government provides aid to the local district because it is considered impacted. The school population consists essentially of a combination of farm youngsters and military dependents. The schools have been greatly helped by the government aid and, over the years, have been able to more than double their secondary school staff because of increased enrollments resulting from the attendance of military dependents.

Howard has been a good but not outstanding university student. He has some C's and a few B's in his science courses. He is an effective teacher, however, who received an A in his teaching internship which he served during the winter quarter in a rather large school district in the state's most metropolitan area. Howard's dress, usually dungarees and a sport shirt, did not cause him any problem in his internship. His long hair and somewhat unkempt beard also seemed to be overlooked. What mattered most in the urban school in which he taught was that he was always prepared for his classes, that he was dependable in his attendance, that his students seemed to be learning and performed well on standardized tests, and that he had good control of his classes and students. Other teachers in this school dressed quite casually, and the principal himself had a beard and hair that almost covered his ears.

On the appointed day, Howard appeared at Talmadge Middle School and was shown into the office of Mr. Barber, the principal. Howard was dressed in his best suit and was wearing one of two neckties he kept in reserve for weddings, funerals, and interviews. He had trimmed his beard a little, and his roommate had run over his hair for him with a quick-grooming comb. Howard's ears were nowhere to be seen, and his hair covered his collar.

The interview went well. Howard liked Mr. Barber. He appreciated his openness and honesty in telling him that there were four other applicants for the job, but that only one of those had received an A in the teaching internship and that none had had any previous full-time teaching experience. Howard was convinced that Talmadge was where he wanted to be next year. The facilities were good, the location ideal, and Mr. Barber had gained Howard's respect and confidence. But as the interview was terminating, the axe fell. Mr. Barber said, "Howard, I believe in saying what I think, so I am going to tell you where you stand at this moment. My inclination is to recommend to the superintendent that you be hired. I like the way you handle yourself, and I am sure you will be able to work with our kids. But I have to level with you. This town is half farmers and half army; and they won't put up with long hair and beards. You take care of that situation, and I will recommend that you be hired."

Howard's first impulse was anger and he flushed noticeably. Before he could say anything, Mr. Barber continued, "Look, Howard, I know how you feel. I had a beard when I was in college. And obviously you have had that hair and that beard for a long time and are devoted to them. But next year I am going to try to sell this community on an expensive program of remedial work in basic skills for the middle school, and it won't strengthen my hand to have to fight with the school board about the hippie teacher I hired—and that is exactly what they're going to call you. I know this community."

"But," Howard protested, ever the idealist, "I would think you would feel you had to stand up for the individual rights of your teachers!"

"Look, Howard, I believe in individual rights, but I also know this community and I hope I know how I can serve its kids best. Take my word for it, I do not serve them best when I fight the board on an issue that has to do with grooming. Try to see it from my point of view. I really want you to come here.

I know you can make a great contribution to this district. But you can't make it if the people who support the schools refuse to accept you."

"Well," Howard responded coldly, "thank you for your time. Good luck. I hope you find a hairless candidate who can do as good a job as I would have done."

Questions for Thought and Discussion

1. Do you think a school board or a school administrator has the right to make demands upon teachers regarding grooming and dress? Discuss fully, trying to see this issue from the points of view of teachers, principals, parents, and students.
2. Do you think that Howard should promise to shave his beard and cut his hair in order to get the contract, and then not bother to do either of these things? After all, the contract is not likely to say anything about beards and long hair. Discuss what might happen if Howard chooses this solution.
3. Do you think that Howard should have threatened to bring suit? Would a legal action over such a situation be likely to bring Howard relief and redress from the courts?
4. Do you think that Mr. Barber acted professionally in his dealings with Howard? Would you like to have Mr. Barber as your principal from what you have seen of him here? Why or why not?
5. Howard rather than Mr. Barber terminated the interview and in doing so closed the door on future negotiations. How might he have kept the door open? Should one ever act as Howard did without taking time to think over the situation and to discuss it with someone whom one trusts?

Projects

1. Mr. Barber told Howard things that Howard did not want to hear, and Howard reacted precipitously. However, all people are an amalgam of good and bad qualities, and the better able we are to realize this, the better are our chances of getting along with other people and working productively with them. Make a list of all the good qualities that Mr. Barber demonstrates in the dialogue.
2. Every community has role expectations for its teachers. List the role expectations that seem prevalent in the community in which you are teaching. Then, on a scale of 1 to 10, rate how well you think you meet these community expectations as a teacher.
3. Assume that you are the parent of school-age children. List the role expectations you would have of (a) their school principal and (b) their teachers.

Principals and Teaching Assignments. Principals want to run the best schools they possibly can. Not only does their professional reputation rest upon their doing so, but, more importantly for most of them, their self-image is intimately related to how successfully they are able to perform in their positions—and they must be able to live with themselves. Obviously,

a school cannot succeed unless the talents of those working within it are used in the best possible way, so your principal will usually try to give you the support that you need in order to be an effective teacher. If at times such support seems to be lacking, stand back and try to realize that principals deal with total situations and must relate their actions to the whole as they see it, not merely to the part of that whole with which the individual teacher is most directly concerned.

PRINCIPAL ASKS NEW TEACHER TO SWITCH CLASSES

It is late October and Elaine Steck is in her first year as a home economics teacher at Bradley High School in the inner city of a large midwestern metropolis. Elaine had begun college as a premedical student; however, a grade of C- in physics and two grades of D- in chemistry (organic and inorganic) had convinced her that her medical aspirations were unrealistic, so she switched into home economics and was granted a teaching certificate in that area.

Elaine had made her initial adjustment to an inner-city teaching situation quite well. The school was not without discipline problems, but the 137 girls and 4 boys in her classes were better motivated toward home economics than they were toward some of their other subjects. Elaine felt that her situation was essentially quite good. She enjoyed her students and they seemed to enjoy her classes.

One Thursday afternoon, just as Elaine's fifth-period class was cleaning up, Elaine's principal, Mr. Linton, came to her door and asked whether she might come to his office at the beginning of sixth period, which was her free period. Elaine said that she would, wondering what she had done that caused the principal to come to her classroom and ask to see her.

As soon as the bell rang, a very nervous and insecure Elaine rushed down two flights of stairs and across the building to the main office. "Mr. Linton wants to see me," she informed the secretary breathlessly. "Is he in his office?"

"Yes," said the secretary. "Go right in."

As Elaine entered his office, Mr. Linton said, "Sit down Ms. Steck. I am sorry that I haven't been in to observe any of your classes yet, but the punch and sandwiches that your students produced for our last faculty meeting told us all what a good job you are doing." He smiled reassuringly as Elaine muttered her thanks for the compliment. Mr. Linton continued, "Ms. Steck, we have a problem that you can help us to resolve. You know that our science teacher, Mr. Lindsay, has been out for the past three days because he was involved in an automobile accident."

"Yes, I had heard about him. How is he doing?"

"The doctor tells me that he is out of danger, but he is going to require extensive treatment, and it is certain that he will not be able to return to his duties before February 1. Possibly he will have to be out all year."

"What a shame!" Elaine commiserated.

"Yes, it is," Mr. Linton responded. "We are now wrestling with the problem of how to handle his classes so that his students will get what they need. We have had a temporary substitute whose field is social studies, so we have to make a more permanent arrangement."

"I imagine the Central Office has some long-term substitutes in science," Elaine volunteered.

"It would be nice if they did, Ms. Stock. That was the first place the District Superintendent and I looked. But the Central Office could not come up with anyone."

"How awful!" Elaine responded. "What are you going to do?" And as the words of her question were uttered, Elaine was growing painfully aware of what Mr. Linton's answer was going to be.

"Well, Elaine—you don't mind my calling you Elaine, do you?" Mr. Linton asked. "I have examined the transcripts of every teacher in the school who is replaceable with a long-term substitute, and you are the one best qualified in science."

Elaine went limp. "You've got to be kidding!" she shrieked. "The highest grade I ever got in any science was a C+ in biology—and that was a gift. The biggest gift was in chemistry. I failed two semesters of it, but two kindly instructors let me through with D minuses. I can't teach science. I don't know enough about it. And what about my certificate? I am not certified in science." The last statement seemed like Elaine's most obvious out.

"We realize the uncertainty you might feel in doing this, Elaine, but we really are up against it, and you *have* had college-level courses in biology, chemistry, and physics. We have no other choice. I have arranged with the certification people to allow you to do this as a one-time emergency measure, so we are clear there. And I will reduce your teaching load from five classes to four. I have talked with our other science teacher, and she is willing to take over Mr. Lindsay's physics class and give you one of her chemistry classes so that you will have only one preparation. Ms. Varney will keep her first-period chemistry class, and we will see that you are free that period so that you can sit in on her class and see what she is doing. She is also willing to help you in any way she can. And we have arranged, if you should agree to do this, that you will be free fourth period, which is Ms. Varney's free period, so that you can spend some time together planning when that seems necessary. I know we are asking a great deal of you as a beginning teacher, Elaine; but you are our only hope in this situation. We will be pulling for you the whole way. I hope that you will see your way clear to work with us on this situation. What do you say, Elaine?"

Elaine, fighting back tears, said, "I want to help in any way I can, Mr. Linton, but I have worked so hard to get my Home Ec classes where I want them that I hate to make a change. I just hate to think of it. Can you let me sleep on this and give you a decision in the morning?"

Questions for Thought and Discussion

1. Given the circumstances of this situation, do you think that Mr. Linton was doing the best he could in asking Elaine to switch to chemistry at this point?
2. Does Mr. Linton strike you as being a fair person? Discuss both the pros and cons of this question.
3. Considering the exigencies in which the school finds itself, do you think Elaine can be considered qualified to teach chemistry?
4. What do you think Elaine's decision should be? Why?
5. Were Elaine to agree to try it for a month, do you think Mr. Linton should go along with her? Why or why not?

Projects

1. List as many reasons as you can for Elaine's agreeing to do what she is asked.

2. List as many reasons as you can for Elaine's refusing to do what she is asked.
 3. What powers of assignment do principals have in your state?
 4. If you were in Elaine's situation and refused to go along with the proposed change in assignment, could you, in your school district, be considered insubordinate?
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Knowing the Rules. Usually beginning teachers have orientation sessions with their principals and other administrators and are briefed on the rules by which the individual school and the school district are run. It is well that such rules be made known to teachers as early as possible in their careers in any school district. However, some of you may serve in schools in which such formal orientation is not given. Where this is the case, you are well advised to schedule an appointment with the principal to discuss the way in which the school functions.

Certain rules are fundamental to most schools, and they have understandable legal bases. The most common of these regulations is that public school students should not be left unsupervised. Because this rule is virtually absolute and universal, free time is built into most teacher's schedules in some way. Check with your principal if you are not sure when you may take free time. Sometimes it will be obvious that you have free time—in secondary schools you will be scheduled for a free period and for a lunch period. In elementary schools, it may be a little difficult to know what time is free and what time is not. Consider the following case study in relation to this question.

PRINCIPAL CRITICIZES TEACHER'S USE OF FREE TIME

Perhaps the most difficult element of teaching that Jean Igoe had to get used to as a beginning third-grade teacher was the fact of never being alone or having any free time during the school day. Jean goes from 8:10 until almost 3 o'clock surrounded by her twenty-two eight- and nine-year-olds. She went into elementary education because she loved children, but she has only now gained a realistic perspective of how demanding elementary school teaching can be. Even as a teaching intern she did not realize the full extent of the demands that could be placed upon elementary school teachers, because in the internship, she and her cooperating teacher shared responsibilities.

Now, as a full time teacher at Edna Morrison Elementary School, Jean is even expected to have her lunch with the children. A rest room break takes advanced planning. The only relief from Jean's constant contact with her students comes on Tuesdays, when the art teacher takes over her class for forty-five minutes, and again on Fridays when the music teacher does the same. During

these periods, Jean always flees to the Teachers' Lounge, understandably a little-used room in her particular school.

One Friday just as Jean was heading for the Teachers' Lounge for a few minutes of solitude, her principal, Mr. Murray, came down the hall in the opposite direction and inquired, "Where are your students, Ms. Igoe?"

Jean answered quite unabashedly, "Oh, they are with Ms. Pendleton having their music lesson."

The principal snapped, "Well, that's no excuse for you not to be with your class. Ms. Pendleton is doing things with them that you should be seeing so that you can follow up on them. Besides, Ms. Pendleton should not have to deal with discipline problems, and your youngsters will behave better if you are in the room with them."

Trying not to show her seething fury, Jean muttered a feeble "All right, Mr. Murray" and returned to her room.

Questions for Thought and Discussion

1. Do you think that Mr. Murray handled the situation effectively? Would you as principal have handled it differently? If so, how?
2. Do you think that Jean was shirking her responsibility to her students by not remaining with them during their art and music lessons?
3. Jean's problem is part of a larger, school-wide problem. How can Jean work in the most professional manner toward its solution?
4. Do you think Jean was correct in obeying Mr. Murray's strong suggestion (order, if you like) that she return to her room? Why or why not?
5. Should Jean have engaged in a dispute with Mr. Murray when this situation arose? Was she indicating weakness when she acceded to his wish?

Projects

1. In your own teaching situation, how can you provide for some time to yourself without neglecting your responsibilities to your students? List as many ways as you can think of.
2. Assuming that elementary school teachers must spend considerable amounts of time with their students, how can they, within the school setting, relieve the personal pressures that such constant contact may inevitably produce?

The Principal as Nay-Sayer. Principals are human and most of them would like to be thought of as benevolent. Most of them would prefer to say yes rather than no when requests are made of them. But they cannot say yes to requests which might place them, their teachers, and/or their students in jeopardy. The principal's single most important function is to assure the safety and welfare of everyone in the school. If teachers make requests that might threaten the safety and welfare of students, the only administrative answer that can be justified is a firm NO! Wise teachers think through the implications of requests they contemplate before making them. These are the teachers who hear yes more often than no when they take something to the principal's office.

PRINCIPAL REFUSES PERMISSION FOR CLASS TRIP

It was a warm autumn day. Gilda LaMagna's fifth graders had been discussing how people make their living in ways that serve their communities. They had discussed the contributions that police officers, garbage collectors, and teachers make to the community. When someone mentioned firefighters, one student said, "Oh, they don't do much. There's hardly ever a fire, and mostly they just sit around the station house and play cards. They have a soft life."

Another student protested, "They do not. My uncle's a firefighter and he works hard. Sometimes he even has to cook dinner for all the other firefighters. And if there's a fire before he gets it on the table, he just has to leave it and he might get kilt in the fire."

This was the best controversy that Gilda had been able to get going among her students, and she wanted to capitalize on it. She asked her class, "How would you like to walk down to the fire station on Elm Street? It's a beautiful day and it's only two blocks away. We can talk to some of the firefighters. I'm sure Ms. Seville will let us go."

When the students responded with a chorus of approval, Gilda went across the hall to the principal's office to explain to Ms. Seville what she wanted to do. Ms. Seville listened patiently, then replied, "I am glad the youngsters have become so enthusiastic about firefighters, Gilda, but I cannot authorize your taking them down to the fire station. I have to say no. Why don't you drop by after school, and we will discuss my reasons."

Gilda, crushed, returned to her class and had to tell her students that they could not go on the trip she had promised them. They were cross and resentful for the rest of the day.

Questions for Thought and Discussion

1. Did Ms. Seville undermine Gilda by not allowing her to take the youngsters out to the fire station?
2. What reasons do you suppose Ms. Seville would give Gilda for her action in the after-school meeting?
3. Might Gilda have proceeded in such a way as to avoid the disappointment that the youngsters felt at not being allowed to go on a trip that they thought had been promised them?
4. How do you think the firefighters and their chief would have reacted to the unexpected arrival of Gilda and twenty-odd ten- and eleven-year-olds at the firehouse? How would their arrival reflect on the school and on its principal?
5. Do you think that Ms. Seville's problem is that she does not believe in class trips? Discuss.

Projects

1. Find out your school's policy regarding school field trips.
2. If a student is injured or killed on a class trip, who is legally responsible under the laws of your state? What precautions can limit the responsibility of the school and its personnel?
3. Make a list of field trips that might be appropriate for students in your classes, and tell how you would go about planning for one such trip, giving all the details related to the planning.

Principal-Assigned Extra Duties. The orderly functioning of most public schools depends upon having students supervised by teachers during most of the school day. In order to assure this orderly functioning, principals are empowered to assign extra duties to teachers in certain situations. Unfortunately, some teachers are drawn into this extra work more than others. Among this group will be found teachers who are free during the first period of the school day, as the following case study will attest.

PRINCIPAL EXPECTS TEACHER TO COVER CLASS DURING FREE PERIOD

Mike Heston is a conscientious teacher who has been assigned to Technical High School for his first full-time teaching job. His field is social studies.

On Friday, Mike gave his second-period American History class an essay examination. He managed to read most of the papers and assign them grades over the weekend. He had five papers left to grade during first period on Monday, which was his free period. He wanted to distribute the graded papers to his second-period class and spend a goodly portion of the period discussing them in detail with the class. Mike is convinced that examinations should be vital learning experiences for students, and he feels that it is incumbent on him to return papers as soon after an examination as possible and discuss them as fully as possible with his students while the examination is still fresh in their minds.

On the Monday in question, Mike left his home room as soon as the bell rang and rushed to the social studies office, which he knew would be deserted during first period when all the other social studies teachers have classes. He had just sat down and taken out the remaining ungraded examinations when a secretary from the principal's office burst in and said, "Mr. Heston, Mr. Martin wants you to cover Ms. Kubric's first-period French class until the substitute arrives. She should be here in about half an hour."

Mike has regularly sacrificed about two free periods a week to this sort of thing, but this day he was under pressure to finish grading his papers. To make the situation worse, Mike had not planned much for his second-period class other than going over the examination, so if he did not have all the papers ready to hand back, he would have to go into his own class and extemporize for fifty minutes. He said to the secretary, "I just can't do it today. I have to grade these examinations for next period."

The secretary replied, "I'm sorry, Mr. Heston, but those are Mr. Martin's orders. He has no one else to cover. You'll have to do it." She turned and walked away. Mike picked up his things and went dejectedly to room 213, where the situation was noisy and chaotic. Mike wondered whether he really wanted to be a teacher for the rest of his life.

Questions for Thought and Discussion

1. Is there any way in which Mike might be able to salvage the situation and get his remaining examinations graded in time for second period? Suggest what he might do.
2. Mike has had two years of college French. Do you think he should try to teach Ms. Kubric's class? Why or why not?

3. If he decides not to teach the class even though he is present, what should he have the students do?
4. Should the principal have sent his secretary to make this assignment to Mike, or should he have attempted to come himself?
5. Should Mike simply have put his foot down and said, "I won't do it. You'll have to find someone else"? Had he done this, what do you think the consequences might have been? Would Mike have been on legally firm ground if he had taken this stand?

Projects

1. First period is often a problem in schools. Students sometimes arrive late because of bus breakdowns. Substitute teachers arrive late because they are not informed until the last minute that they are needed. Find out what *flexible scheduling* is, and see whether you think this can provide partial solutions to some of these problems.
2. Think of lessons you might teach in two subject areas outside your major area of concentration if you had to cover for one period in such classes.

The Care and Handling of Principals. Teachers who get along with their principals are happier and more effective in the classroom than those who do not. Remember that principals must enforce rules. Like police officers, they are bound to enforce some rules that they themselves may not like. Perhaps they may even be working to change some of the rules that you consider stupid; but until they succeed, they have no course but to enforce the rules of the district.

Principals have many pressures to bear in the course of an average day. From their offices are often administered restaurants (the school cafeteria), transportation systems (school buses; student and faculty parking), accounting operations (the keeping of school records and accounts), counseling and mediation centers (coping with outraged parents, troubled students, pressure groups), and many other related activities. You may be one of a fairly large number of teachers, and principals depend upon teachers to assume responsibilities and to act maturely. This means putting the welfare of the school and its students far ahead of personal convenience. This means not doing things that put the school and/or the principal in legal jeopardy through damage suits. This means getting necessary reports in on time, accurately completed. School attendance records are among the most important legal documents that a school deals with; the allocation of funds to most school districts is based on average daily attendance rather than on the number of students enrolled, and principals cannot obtain accurate information about average daily attendance unless teachers keep dependable records and get these to the principal's office when they are most needed. Being a day late with such records can delay a principal's report for which there may be an absolute deadline.

Keep principals informed about what you are doing in your classes by making lesson plans and syllabi available. Most schools will keep a file of such materials in the main office or in departmental offices, and such files must be kept up-to-date if the school's administrators are to be able to deal intelligently and from a well-informed base with unexpected problems.

Use restraint in dealing with principals even if they do not use restraint in dealing with you. Be firm when you must, but try to avoid making rash judgments about administrators and, before acting, try to think through the consequences of what you are doing and to see the situation as much as you can from the administrator's point of view.

You and your administrators have the same basic aim: to provide the best possible education to the students with whom you deal. Let this common aim be the bond which allows you to see your administrators in the fairest light possible.

JOB DESCRIPTION SECONDARY PRINCIPAL*

Position Title: Principal of Secondary School (in upper-middle-class neighborhood within a metropolitan community—population 250,000, school has grades 10 through 12 with an enrollment of 1,500 pupils).

Responsible to: Superintendent of the school system. Works cooperatively and responsibly with the central office.

Primary Functions: Assumes administrative duties for effective operation and maintenance of the school. Assumes instructional leadership duties to provide necessary teaching and learning resources for pupil needs.

Qualifications:

1. Education Minimum of master's degree (M.Ed., M.S., M.A., Ed.M.) in administration.
2. Experience Minimum of four years of successful teaching experience (experience in an administrative capacity such as department head or vice-principal would be desirable).

*This is a typical job description for a secondary school principal and is included to illustrate what is typically required of one who seeks to be a principal at that level.

3. Certification Certified by the state department of education in fields of teaching and administration.
4. Personal
 - a. Possesses optimistic attitude.
 - b. Has a stable philosophy of administration and education.
 - c. Works with people cooperatively and has understanding of human behavior.
 - d. Exhibits creativity and imagination.
 - e. Maintains self-improvement through professional growth and research.

**Major
Responsibilities:**

1. Learning Atmosphere
 - a. Promotes cooperation and understanding among teachers and administrators.
 - b. Improves the physical conditions for learning situations.
 - c. Supports and promotes an atmosphere of creative ideas and responsible change.
 - d. Provides resources which enhance professional development.
 - e. Encourages participation in professional activities and organizations.
2. Instruction
 - a. Provides leadership for curriculum study and instructional innovations.
 - b. Cooperates with supervisory personnel assigned to work with teachers on instructional improvement.
 - c. Encourages experimental projects.
 - d. Maintains job descriptions in all departments.
 - e. Organizes committees to evaluate instructional materials.
3. Administration
 - a. Interprets and implements decisions from the central office.
 - b. Maintains records in all areas of responsibility.
 - c. Prepares the school budget and allocates funds for instructional material and supplies.
 - d. Is involved in the selection and placement of professional staff in the area of needed responsibility.
 - e. Supervises school faculty and staff.
4. Human Relations
 - a. Consults teachers about decisions in their particular teaching areas.
 - b. Inspires confidence on the part of teachers and all other staff members through sincere praise of their work.
 - c. Influences school-community relations through active participation, good public relations, and extracurricular activities.
 - d. Encourages parental involvement in improving learning environments and experiences dealing with welfare of the children.

Organizational Relationships:

Responsibility Has direct responsibility to the superintendent of schools. Consults with assistant or associate superintendents and with supervisors.

Authority Has staff authority for school, decisions and actions, with approval of the superintendent. Has direct authority over staff and teachers in a particular school. Has direct authority over persons on specific school work (other than teachers).

Coordinative Relationships with:

1. Department heads
2. Assistant principals and teachers
3. In-service program personnel
4. Directors of student teaching
5. Purchasing and supply personnel
6. Buildings and grounds personnel
7. Directors of instruction
8. Local community agencies personnel
9. University personnel or resource personnel

Additional elements of the job description could be working conditions, fringe benefits, selection procedure, retention procedure, salary, etc.

RELATIONSHIPS WITH SUPERVISORS

Beginning teachers, particularly those teaching in rather large school districts, will normally be visited periodically by supervisors. Some school districts call these people "helping teachers" rather than supervisors, but the responsibilities of people so employed are essentially the same.

Supervisors may be generalists (e.g., a middle school supervisor for a school district) or specialists (e.g., English, social studies, science, art, music, reading, or mathematics supervisors). These people have had considerable successful teaching experience, often in a broad variety of teaching environments. They have normally had training beyond the bachelor's degree level both in their subject area(s) and in professional education courses. In order to obtain the supervisor's certificate in most states, a teacher must meet the dual requirements of having broad teaching experience and of having pursued considerable graduate study, much of it in such areas as group dynamics, group interaction, adolescent and child psychology, sociology, and other related subjects.

The Role of the Supervisor. Supervisors have two fundamental roles in school districts. Most school people agree that these roles are of about equal importance. Supervisors are responsible for—

1. Helping teachers in matters related to curriculum planning and classroom management.

2. Evaluating the effectiveness of the teachers under their jurisdiction and communicating their judgments to those concerned with making decisions about tenure and retention. (In some areas the supervision and evaluation of teachers may be the responsibility of school administrators, particularly principals and department chairpersons, rather than supervisors.

Because of the second function, some beginning teachers are fearful of supervisors. Sometimes this fear prevents them from discussing their difficulties as beginning teachers with a supervisor lest the supervisor think the teacher is not effective. Until this impasse is overcome, the supervisor is really not in a position to help a beginning teacher as fully as possible.

How to Overcome One's Fear of Supervisors. Whether your supervisor is called a helping teacher or not, do not forget that those in a supervisory capacity are mature, seasoned people. Most of them have been exceptional teachers, but most of them also have the sensitivity to remember what it was like to be an insecure, frightened beginning teacher and to feel an empathy with you as you struggle to find your way. Supervisors want to help, but they are not mind readers: they can help only if you let them know what your problems and insecurities are.

The best way to feel somewhat secure in seeking such help is to ask whether it might be possible for the supervisor to meet with all the beginning teachers under his/her jurisdiction at regular intervals, perhaps once a month until Christmas and once every two months thereafter. Just as reticent and retiring students gain self-confidence through group activities and become participants in such situations, so will a group of beginning teachers come to realize that they are not alone in their problems and come to gain security through this realization. No one is more isolated in our society than a teacher who teaches for all but an hour or so during a school day. Individual teachers may not know much about how anyone else teaches, not even the colleague next door; they do not always realize that, like themselves, half the teachers in the school may have to cope with significant discipline problems immediately before lunch period and with students falling asleep in class immediately after lunch period. Thinking that they alone are dealing with such problems may lead them to question their own worth and effectiveness as teachers. Knowing that others have the same problems helps them to view their own situations with more objectivity and to bring a detachment which may help them to work out some solutions to their problems.

How Supervisors Can Help Beginning Teachers. Supervisors can be extremely helpful in making teachers aware of available resources and services. Building administrators usually have a less comprehensive view of a school district than supervisors because supervisors work either in an entire district or, in a very large school district, within a major division of that district. Therefore, if you need supplementary books or films or cassettes of poets reading their works, the supervisor will likely know whether such items are available as well as where and how to obtain them.

Supervisors are very busy people who have many demands made upon them. Therefore, rather than saying casually to a supervisor, "I wish I could find twenty-eight copies of Maeterlinck's *Life of the Bee* to use with my Biology I class," you might say, "I would love to be able to use Maeterlinck's *Life of the Bee* with my Biology I class right after the Easter vacation. I need twenty-eight copies for about three weeks. I have written down what I need and when I need these books, should they be available. Could you try to find them for me? I have also noted that I could use them from May 10 to May 21 if they aren't available on my preferred date."

It is businesslike to handle this sort of request in writing, and supervisors appreciate having teachers proceed in this manner. Requests should be brief and direct and should contain the following items:

1. Teacher's name
2. Designation of the class(es) with which the requested item(s) will be used
3. The number of items needed
4. The preferred date on which the item(s) should be available
5. The date on which the item(s) will be returned
6. Alternate dates that would work for you if the item(s) you want cannot be obtained on the preferred date
7. Alternate materials which might serve as substitutes if the first choice is not available.

Remember that supervisors are more likely to fill requests that they carry in their hands than requests that they carry in their heads. They are only human and when their circuits become overloaded, they may forget things. Written requests may obviate the problem.

Observation by a Supervisor. Most first-year teachers will be observed periodically by their principals, by department chairpersons, and by district supervisors. It is understandable that beginning teachers may be made somewhat apprehensive by such observations. However, the people who are doing the observing are well experienced and are observing you in the hope and expectation that they can help you deal with the problems common to nearly every beginning teacher. Most supervisors will schedule their supervisory visits in advance, at least to the extent of telling you on what day you may expect them. In fairness to them, try to arrange not to spend the whole class period on the stipulated day giving an examination or showing a movie.

If you must give an examination or show a movie on this day, you may explain the situation and ask whether the observer would prefer to come on another day. If an observer appears without forewarning and an

examination or movie is scheduled, invite the observer to stay if he/she wishes, but also express your willingness to have him/her come at some more appropriate time.

The presence of an observer in the room may cause your students to act atypically. They may show off and block progress. But more likely, they will clam up and not be responsive. Experienced observers realize when this is happening, and they understand the situation; so do your best and try to remain calm, cool, and collected.

When the observer enters the room, introduce him/her as you would introduce any other guest. Be casual about it. Just say, "Boys and girls, Ms. Benson is going to be visiting our class today." Then see that Ms. Benson has a copy of any books or materials that the class is using during that period. If you have a copy of your lesson plan, let Ms. Benson see it. If this is not possible, you might involve the class immediately by asking, "Jennie, would you tell us what we were doing yesterday?" Make sure the student you ask to do this is an attentive one. When he/she has finished, then give a brief summary of what today's activities will be.

Not all supervisors demand to see lesson plans. If you are able to show them well-coordinated lesson plans, however, they will immediately have increased confidence in your professionalism. Also, such plans can provide an excellent basis for discussion during the conference following the supervisory visit. If you know in advance that you are going to be observed, put copies of all your lesson plans in a folder to be presented to your visitor upon arrival. Do not feel that you must stick religiously to your lesson plan on any given day or that you must cover everything it includes. Perhaps the class will develop in such a way that a departure from the lesson plan is justified and will lead to better learning outcomes. The lesson plan is merely an indication of what might be covered on a given day.

SUPERVISOR ARRIVES IN MIDDLE OF CLASS

Ms. Norris is the district supervisor in social studies. She has just completed her third supervisory visit to Blair Bolling's classes. She arrived twenty minutes before the end of his first-period class and was there for the end of a discussion on Manifest Destiny which was followed by a reading assignment and study questions to be begun in the remaining ten minutes of the period. Mr. Bolling circulated among the students during these last ten minutes, helping them with their work and answering their questions. One student was asleep in the back of the class the whole time Ms. Norris was in the room. When the reading assignment was made, two students went to a work table in the rear of the room and began to play chess.

After Ms. Norris observed Mr. Bolling's second-period class, they went to the teachers' lounge during third period when Mr. Bolling had no class to teach. After getting coffee, Ms. Norris said, "Let's concentrate first on what I observed

in your first-period class, Blair. Can you fill me in on what happened during the first part of the class? I am sorry, incidentally, that I could not be there when the class began, but just as I was heading into the building, I received a message to call my office, and I had to deal with something rather complicated there. I thought I had better catch what I could of first period because that is rather a mixed class that might be a little frustrating to teach."

"Yes," Blair answered. "I am glad you got to see some of that class. They do put a gray hair on my head now and then." He then sketched in for Ms. Norris two activities the class had done before her arrival: group work on Civil War projects and review of vocabulary words which might give them trouble in their reading. "Then," said Blair, "we began on the discussion of Manifest Destiny, which we were about halfway into when you arrived. I hope you did not mind that I failed to introduce you, but the kids were enough interested in the discussion that they didn't notice your appearance, so I decided just to let them continue."

"Yes, they were wrapped up in the discussion. I think you were wise to let them go on with it. I think they are getting used to having observers by this time."

"Yes. The principal and an associate superintendent have been in, as well as some students from the university. I guess by December they begin to think visitors are a natural part of things." Blair continued, "You may have wondered about the two students who did not begin on their assignment and went to the back of the room to play chess."

Ms. Norris allowed that she was a little curious about this, and Blair explained, "They are two kids who should be in a much faster section. They landed with this group because of scheduling problems. They are so far ahead in everything that I have been allowing them to take advanced tests on the material, and I allow them certain privileges like playing chess."

"How do the other students feel about that?" Ms. Norris queried.

"It was their idea. We did it town meeting style one day, and they decided that students who wanted to work harder and get ahead should be given certain privileges like playing chess, reading magazines, going to the library during the last fifteen minutes of class, or working on projects."

"Well, that sounds fair enough," said Ms. Norris, "as long as all the students in class know that they qualify for such privileges if they meet the requirements." She paused momentarily, then asked, rather hesitantly, "What about the student who was sleeping?"

"That is Donald," Blair told her. "He had a severe drinking problem, and the counselors have been working with the coach and me to see what we can do for him. He has made good headway—he says he hasn't had a beer in six weeks. He has a Christmas job in the stockroom of Perry's and puts in eight to ten hours a night. He comes from a poor family, and he needs the job if he is going to have clothes to wear. I have encouraged him to come to school, even if he has to sleep, because I don't want him to end up dropping out, which could happen. If he sleeps, I let him sleep. After Christmas, when he is under less pressure, I will work with him individually and make sure he is doing all right. Surprisingly, he is keeping up pretty well with his reading; he just runs out of steam by nine in the morning, having worked until eight, so he dozes off in class."

Questions for Thought and Discussion

1. Do you think it is ever justifiable for an observer to arrive in class after the class has begun? Consider the pros and cons.
2. Do you think that Mr. Bolling was wise not to call attention to Ms. Norris's arrival in the class?

3. How do you feel about giving some students privileges like playing chess during class time? Is it better that this particular privilege grew out of class discussion and action, or does this weaken Bolling's role as the authority figure in the class?
4. How would you deal with a situation such as Donald's?
5. Do you think a teachers' lounge is a satisfactory place to have a conference with a supervisor? Give some pros and cons. In a crowded school, where else might teachers have conferences? Look around your school and try to find at least five places which you might use for this purpose.

Projects

1. List six activities that students might engage in if they finish their work early in your class. These activities should be related in some way to your subject field. For example, students in a foreign language class might work on a crossword puzzle in the foreign language.
2. List at least four ways in which you might engage your students who are particularly bright or who finish their work early in activities that will help other students in the class to learn better.

TEACHER REQUESTS SUPERVISOR'S HELP

Lois Dornblazer is in her first month of full-time teaching. Her assignment is to the third grade at William C. Simms Elementary School. She was a last-minute appointee and missed the orientation days for teachers late in August. She has had trouble getting organized, and finally asked that the supervisor, Ms. Gillette, come to observe her class and help her with her planning.

Ms. Gillette appeared in Lois's class at about ten in the morning, just when the students were going out for their milk break. Lois asked another teacher to supervise them so that she could greet Ms. Gillette, telling her, "I am really glad you could come to see me today. I need help. As soon as the students return from their break, we will do some spelling drill and then we will have a spelling bee. The kids always seem to like this and to behave well during it. I saved the spelling bee until you got here so that you could see how well the students really can do."

At that point the students began to return to the room. One of them, Sheila, a usually quiet and retiring girl of eight, said, "Ms. D., I need to ask you something." Lois went to a corner of the room with her where Sheila asked in a very loud whisper, audible to all, "Who is that old lady? Is she your mama?"

Lois replied, quite loudly, "Sheila, that is a terrible thing to say! I want you to apologize to Ms. Gillette right now. Do you understand? You apologize to her."

Sheila looked surprised and began to cry.

Questions for Thought and Discussion

1. Do you think Lois showed good judgment in requesting that the supervisor come to observe her?

2. In Lois's situation, do you think you would have asked another teacher to take your students to their milk break? How else might you have handled the situation?
3. *Dornblazer* is not the easiest name to remember or to pronounce. Do you think that Lois was correct in allowing her students to call her *Ms. D.*, or do you think this is too informal?
4. Do you think that Lois really wanted help from Ms. Gillette? Discuss fully, referring to clues that you find in the dialogue.
5. Did Sheila intend to be rude to Ms. Gillette? How would you have handled this situation?

Project

With some friends, role-play the situation described here, first having Lois react to Sheila as she did, then having her handle the situation in such a way that Sheila is not frightened or embarrassed.

NOISE LEVEL IN OPEN-SPACE SCHOOL BOTHERS TEACHER

Betty Huber's first assignment as an English teacher is in the newly established Belhaven Middle School, which occupies a new building on the outskirts of a small farming community. The school was built on the open-space concept and is architecturally breathtaking. Broad, carpeted inclines lead from one level to another. The hub of the school is a modern resources center; it is well equipped and well stocked with books, phonograph records, tapes, cassettes, filmstrips, and every conceivable kind of materials. Belhaven Middle School is to be a model experimental school with much of its funding from the federal government and from special state allocations.

Betty was tremendously excited about the prospect of teaching in such a school; however, at the end of her first month there, she was beside herself. She found it difficult to adjust to the noise level and to the lack of privacy. She still planned lessons with a more traditional school in mind, only to find that they did not work at BMS, as the school is called. Not only was she disturbed by the noise from other classes, but her noise disturbed other teachers. For example, Ms. Fitch, who had been Betty's sophomore social studies teacher, was teaching beside her one day when Betty planned to play a recording of Synge's *Riders to the Sea* for her class. Once the recording began, Ms. Fitch's students began to move closer and listen rather than to take part in the lesson Ms. Fitch was trying to teach. Finally Ms. Fitch asked Betty whether she could lower the volume on the phonograph. Betty did so, but then her students could not hear the play well enough to follow it.

Betty knew that the middle school supervisor for the district was aware of some of the problems that teachers at BMS were facing. She did not think that it was terribly important that Mr. Rockle, the supervisor, observe her classes at this point. What she really needed was just to talk with him about some of her problems. She asked him whether he could meet with her at the end of school one day, and an appointment was set up. He arrived fifteen minutes ahead of schedule, just in time to see the tail end of Betty's last-period class. Betty had almost no voice left. The air conditioning was malfunctioning and hot, irritable students were flying paper planes for diversion. A few of the less rambunctious kids were passing notes to students in other classes on the periphery of their class space. Betty was near tears and showing it. She was talking hoarsely about

subject-verb agreement, writing examples on the movable chalkboard. Few students were listening. Those trying to listen had difficulty hearing. Finally, the bell rang; school was over for the day. Betty was wondering privately how many more days like this she could survive.

She and Mr. Rockle went to the resources center where they could sit and talk at a table. They stopped on the way at a soft drink machine and Mr. Rockle bought them each a soda, saying, "You sound as though you could use something to wet your whistle." How right he was!

Mr. Rockle began. "I know your problems in adjusting to this sort of educational experiment are not small ones. I know how discouraged you must become at times. But there is a tremendous challenge here."

"A challenge which I feel inadequate to meet most of the time," Betty interrupted.

"What do you view as your most significant problems, Ms. Huber?"

"Well, knowing that you were coming, I have jotted them down—and I think that my list is similar to lists that other teachers might make if they were asked to do so."

"How many problems have you on your list?" Mr. Rockle asked.

"I limited myself to five. I could have included others. But I wanted to have a manageable list for us to work with."

"Limiting your list will make it easier for us to focus on the most pressing problems. What do you have on your list?"

"First, I have a question about the noise level. Even with acoustical walls and carpeted floors, there is always noise. Second, I wonder how to keep my students from being distracted by other things that are going on around them. Third, I want to use the marvelous resources that the resource center offers; but when I do this, other teachers complain that it distracts their students—and their complaints are justified. Fourth, I never can get off alone with students who need special help or who need to have the riot act read to them. There always seems to be an audience. Fifth, I have to talk above so much competing noise to be heard that by the end of the day I have a sore throat and almost no voice. When I go home, I don't want to talk with anyone. I am drained. I just want to watch TV and go to bed early."

"May I take a copy of your list with me? It really would help me to deal generally with some of the adjustment problems other teachers in this situation are having. As you say, your problems are not yours alone."

"Yes, you are welcome to the list. I made a copy for you and one for me."

"Let me ask you two or three direct questions, Ms. Huber. They are intended to help you assess your deeper emotions about your situation here. First, did you feel better after you had written your list?"

Betty smiled and said, "Yes, as a matter of fact, I did. Is that a good sign?" She laughed.

"It probably is," Mr. Rockle responded. "Question 2: If we could arrange a transfer for you to a more traditional school, would you like us to do so?"

Betty did not hesitate for an instant. She immediately replied, "Oh, no. I don't want to move. I just want help in getting on top of this situation."

"Good for you, Ms. Huber. You're going to make it. Question 3: While I meditate on your list of problems, will you, over the next week or ten days, make up a list of positive feelings you have about this school and about open education? If you let me work on the problems while you work on things that you think this school can offer better than a traditional school would, I think that we can meet each other halfway and come to a better understanding of what we are about. How about having me come by after school a week from Tuesday?"

Betty, obviously more relaxed than she had been, replied, "That's fine with me. Really, you have given me a new view of the situation."

Questions for Thought and Discussion

1. Do you think that Mr. Rockle should have talked with Betty about the seeming lack of control which he witnessed in her class just before school was over? Why or why not?
2. Do you think that Betty's listing only five problems made Mr. Rockle think that her problems were really not very serious? Defend your answer.
3. Did Mr. Rockle really give Betty any help? Be specific in answering this question.
4. Why do you think Mr. Rockle asked Betty to draw up a list of positive feelings she had about the school? Was this a good idea on his part?
5. What do you think was the most crucial question that Mr. Rockle asked Betty?

Projects

1. Compose a list of the five things that bother you most about your present teaching situation.
 2. Compose a list of the five things you find most attractive about your teaching situation.
 3. Draw a rough sketch of a modern school building that you think would best serve your educational philosophy.
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JOB DESCRIPTION ELEMENTARY SUPERVISOR*

Position Title: Elementary Supervisor

Responsible to: General Elementary Supervisor

Description: The Elementary Supervisor is responsible for all elementary education K-6, except music and physical education.

Qualifications:

1. Minimum of four years experience as a teacher in the elementary school.
2. State certification in teaching and supervision. Minimum of master's degree from an accredited institution. Evidence of continuing professional study and job-related growth.

* This is a typical job description for a supervisor at the elementary level and is included to illustrate what is typically required of one who would seek employment as a supervisor at that level.

Primary Functions:

- I. To provide leadership in the elementary instructional program by:
 - A. Supervising instruction in grades K-6 through:
 1. Demonstrating teaching techniques.
 2. Assisting teachers in the schools.
 - a. Working with new teachers.
 - (1) Planning and organizing an orientation program consisting of:
 - (a) General meeting of all new teachers.
 - (b) Grade-level meetings with teachers relative to planning in general (long-range) and planning specifically good lessons in each area.
 - (2) Providing informal conferences with principals and teachers individually and in small groups as a means of follow-up.
 - b. Working with experienced teachers.
 - (1) Planning programs related to specific goals, at the request of teachers and principals, with the supervisor helping in the assessment of needs.
 - c. Helping all teachers.
 - (1) Planning informal group or individual conferences.
 - (2) Demonstrating techniques of teaching related to (1)(b).
 - (3) Demonstrating techniques of teaching in all areas with individual teachers and small groups of teachers in a classroom situation.
 - (4) Executing a follow-up program in all schools.
 - (5) Developing cooperative procedures in the classroom.
 - (6) Helping teachers select, requisition, and use materials indicated in the recommended list.
 - (7) Conducting district-wide workshops.
 - d. Helping student teachers.
 - (1) Assisting in assigning and coordinating the work of student teachers.
 3. Visiting the elementary schools assigned at regular intervals and on the request of the principals, teachers, General Elementary Supervisor, Assistant Superintendent, Superintendent.
 4. Working with principals and teachers in the improvement of the instructional program, e.g.:
 - a. Conducting meetings building-wide, division-wide, and district-wide.
 - b. Working with special committees in such areas as instructional materials, testing, language arts, social studies, science, arithmetic, and art.
 - c. Cosponsoring the work of the Association for Childhood Education.
 - d. Working with the local Council of the International Reading Association and the Kindergarten-Elementary Council.
 - e. Providing consultant services to principals and teachers.
 - f. Evaluating and improving a comprehensive language arts program, e.g.:
 - (1) Helping teachers and principals organize a developmental skills program in reading.

- (2) Helping teachers and principals organize their reading programs on a co-basal plan of instruction.
 - (3) Helping teachers plan, develop, and evaluate their total language arts programs.
 - (a) Demonstrating the use of formal and informal tests as related to listening, speaking, reading readiness, reading, and writing.
 - (b) Helping teachers plan their instructional programs.
 - (c) Demonstrating good reading lessons and language lessons as well as management of class groups and small groups.
 5. Conferring with teachers regarding special reading problems.
 6. Providing services for professional improvement.
 7. Interpreting instructional problems arising in the elementary schools to the administrative staff and to the community.
 8. Providing consultant services on organizational instructional problems of the elementary school.
 9. Assisting with the assignment and the work of the student teachers.
 10. Assisting the Assistant Superintendent in the selection of new members of the teaching staff.
 11. Preparing reports and bulletins and keeping the necessary records requested by the General Elementary Supervisor, the Assistant Superintendent, and the Superintendent.
- II. To coordinate the activities of the elementary instructional program.
- A. Coordinating the work of special committees as assigned by the General Elementary Supervisor.
 - B. Coordinating the selection of the best available materials in specific curriculum areas as assigned by the General Elementary Supervisor.
 - C. Coordinating the preparation, writing, and revision of all elementary informal tests as directed by the General Elementary Supervisor.
 - D. Working with principals and other staff members in making recommendations with respect to building and equipment needs.
 - E. Assisting in the identification of needs and planning with teachers, principals, General Elementary Supervisor, Assistant Superintendent, and the Superintendent for a professional in-service development program for elementary teachers.
 1. Activities of the Elementary Council.
 2. Problems in individual schools.
- III. To assume other general related responsibilities.
- A. Conferring with representatives of book companies.
 - B. Attending professional meetings.
 - C. Participating in professional meetings at local, state, and national level.
 - D. Administering, scoring, and interpreting the prekindergarten test.
 - E. Assisting principals and teachers in the interpretation of standardized test results.
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RELATIONSHIPS WITH SCHOOL STAFF

The effective and efficient running of any school depends to a large extent on the nonteaching members of the school staff. These include school bus drivers, cafeteria workers, custodial staff, librarians and/or media specialists, school nurses, school secretaries, and a host of other people who serve the school community in various ways.

School Bus Drivers. Your contact with school bus drivers may be quite limited, although most teachers who have bus duty one or two days a month at least become aware of some of the complexities of running the sort of transportation system operated by many school districts.

Discipline may sometimes become a problem on school buses. Disciplinary problems on buses can do a great deal to reduce the safety with which the buses are operated. Drivers who must pay attention to the road cannot easily do so if six students are having a fight in the back of the bus. If you, as a teacher, work constantly to make your students feel the necessity to be responsible for their own actions, you will bring them closer to the point of being able to behave in all situations. If you become aware of problems involving discipline on school buses in which your students ride, it is wholly appropriate to take time out to discuss the implications of misbehavior in this sort of situation. The school bus drivers may not know that you have done so, but any noticeable improvement in student behavior on their buses will make them be much relieved and will help their driving to be safer.

School buses will sometimes arrive at school late, particularly during bad weather. If you see that it is raining heavily or that a light snow has begun to fall, try to anticipate that some buses will be late and begin your day with a review or with some other material that is not wholly crucial. If you have scheduled an examination for that period, see if you can shift it to another time. If buses arrive late, the office will inform you. In most cases, you should admit students on late buses into class without a written excuse, provided the main office has made an announcement that a given bus has arrived late.

If you note that one or two buses are more frequently late than the others, you may have to approach the school administration to see whether something can be done about the situation. Such buses usually have long runs and serve remote areas. Perhaps their schedule has to be extended if they are to get students to school on time. Repeated lateness can have an adverse effect on students in first-period classes; and you, as a teacher, must make sure that the administration is fully aware of any such problems.

You can assist school bus drivers by dismissing your classes punctually at the end of the day. Remember that students who ride school buses probably have no other way to get home. If you delay them so that they miss their buses, then getting them home becomes your ethical responsibility.

Cafeteria Workers. The best service that teachers can render to those who run the food services in the school is to see that students arrive at the school cafeteria on time. Do not keep classes beyond the lunch bell. Hun-

dreds, sometimes thousands, of students must be served in a relatively short time, and late dismissal from classes puts an added burden on both students and cafeteria staff.

Students whose teachers (including their earliest teachers, their parents) have engendered in them respect for others will treat everyone, including cafeteria workers, with consideration. If you observe any of your students doing otherwise, talk with them about their behavior.

Just as you expect students to clean up their room toward the end of class, so should you encourage them to clean up their tables at the end of a meal. Under no circumstances should students be permitted to eat in your classes before meals, because they will likely spoil their appetites by doing so. Most cafeteria workers like to see students enjoy the meals which they have worked to prepare and serve. You as the teacher can do a great deal to assure the cafeteria staff that their work is appreciated.

Custodial Staff. As a teacher, you will probably have met your school janitor, who is normally on duty during school hours. Other members of the custodial staff often work during the times when school is not in session; therefore you may not see them. You can cooperate with these people in ways that can make the school a pleasanter environment in which you can teach and in which students can learn.

As a beginning teacher, get to know the people who keep your school clean and who make the repairs necessary for its smooth operation. Seek them out, even if this means going down to the boiler room an hour before school begins some day. Let them know who you are and which room(s) you occupy. Let them know that you appreciate their services, understand some of their problems, and have come to meet them because you want to work with them to make their jobs easier and the outcomes of their work more visible. Encourage them to let you know what special problems they may have with your room or with your part of the building which you might help to bring under control.

The most obvious thing that you can do to help the custodial staff is to make sure that any room in which you teach is left in good condition when you are through using it. Make sure that paper is picked up from the floor. Check toward the back of the room to see that students have not immortalized themselves by carving up desks.

If you are strict about not allowing eating or the chewing of gum in your room, the problem of finding chewing gum under seats and half-eaten sandwiches crammed into desks will be eliminated. You can set an example for students by straightening up your own desk toward the end of each period or at the end of the school day and by erasing the chalkboard or having a student do so for you.

Be sure to keep an eye out for broken chairs and desks. These items can be hazardous, and often they can be repaired effectively if they are not used after the initial damage has been discovered. Exert your control to keep students from mistreating school property, and set a good example by showing respect for such property yourself.

If you have animal cages, aquaria, or any kinds of displays in your room, try to confine these to an area which can be cleaned around. Be especially sure that animal cages and aquaria are cleaned frequently by your students. It is not the job of the custodial staff to do this sort of work.

Lavatories are particularly abused parts of many schools where students tend to smoke, to throw paper around, to leave water running, and to decorate the walls with graffiti. Most schools try to control access to lavatories during class periods and to encourage students to use these areas during designated times of the day. You can help the custodial staff and the school administration by checking the lavatory nearest your room during times of heavy use, as well as occasionally at other times. It takes only a minute to do so, but if students know that frequent checks are routine, they will be less likely to misuse lavatory areas. Remember that smoking is illegal in most states for students of school age; it also makes the work of the custodial staff much more difficult. You, as a teacher, can work toward the elimination of this almost universal problem simply by checking rest rooms frequently.

Finally, let your students get to know the people who keep the school clean. If you are having a career day, invite the custodial staff to come in and tell about their jobs. This will help students to see from a different viewpoint the hard work that these people do and to think twice about making their tasks any more difficult than they already are.

School Librarians and/or Media Specialists. School librarians are well-trained professionals whose duties include maintaining the school library and its collection, helping students and teachers find necessary materials, ordering new materials and cataloguing them when they arrive, giving students instruction about how to use the library, and maintaining an atmosphere which is conducive to study. Many school libraries are designated *media centers, learning resource centers, or study centers*. Increasing numbers of librarians are also trained media specialists.

Some schools have more than one librarian or media specialist. Nearly all schools encourage students to be library aides during free periods, and these aides are fundamental to the satisfactory operation of any library.

Large schools may have extensive learning resource centers which provide a considerable diversity of materials and study areas. Some portions of such learning resource centers may be set aside for quiet study, and in them absolute quiet will be maintained. Other areas may be arranged for group work and for the sort of study that involves quiet discussion among students. Where this is the case, absolute quiet must be maintained in the area set aside for quiet study. This means that anyone in the designated area, including teachers and administrators, will be expected to remain silent.

Librarians and media specialists can perform the following services for you:

1. Come to your classes to talk with students about the general use of the library

2. Come to your classes to talk with students about a specific matter, such as a term paper, which will require a whole class to use the library or learning resource center
3. Check out to you a classroom library of books to be used for a given period of time in a classroom study or learning center
4. Work with students who are sent to the library or learning resource center to do research on a project
5. Locate materials that you need
6. Order materials that you need
7. Arrange for you to borrow films, filmstrips, slides, records, and other software
8. Arrange for you to borrow such hardware as you may require to use with the software
9. Set up library displays relevant to special learning units you might be dealing with.

However, remember that librarians serve the whole school and have many demands upon them. They must have ample lead time if they are to order materials and/or equipment that you request. Meet your librarian and/or media specialist early in the school year, and find out how much lead time is required to obtain, for example, a film which your school district owns. Find out also the possibility of securing films and other such software as your school district does not own. Often state libraries will lend these materials free of cost except for return postage. Since the competition to obtain popular items is great, planning ahead is therefore essential.

Let your librarian know when your students are likely to be using the library extensively and for what purpose. Give the librarian a course syllabus if you have one. Find out your school's policy for checking out in quantity books which might be used as a classroom library.

Remember that librarians are not babysitters. Do not send students to the library just because you have run out of things for them to do in your room. If a day or more of library study is appropriate for your class, make prior arrangements with the librarian, take your students to the library right at the beginning of the period, and stay with them throughout the period they are there, making every effort to control them and to keep them from disturbing other people. If, on the other hand, you are planning to give your class twenty minutes at the end of the period to do quiet work at their desks and you know that five or six responsible students would profit from spending that time in the library, explain the situation to your librarian and ask whether they might come in toward the end of the period. Make sure that such students have hall passes and that they do not dawdle en route to the library. Also make sure that they know what their responsibilities are within the library.

If you borrow films and/or equipment from the media center, be sure that you return them promptly and in good condition. If a film has broken or if a piece of equipment is not working properly, report this in writing to the media specialist when you return the item. Also, you might wish to evaluate in writing an item that has gone over particularly well with your students or one that you considered a waste of time. Librarians like to be informed so that they can make suggestions to other teachers about effective materials for use with classes.

Your librarian or media specialist can be your staunchest ally in the school setting, but you must be considerate if you are to have this ally, and you must be sufficiently well organized to let him or her know how best to serve you and your students.

School Nurses. Many schools have full-time nurses. If your school does not have a regular nurse, some person who has been trained in first aid is probably designated to be responsible in the event of sudden illness or injury. Find out who this person is. Know from your first day the location of the nurse's office and/or health room.

Nurses serve four basic functions in schools:

1. They attend to students and staff who are ill or injured.
2. They run routine examinations such as hearing and vision checks, checks for head lice and other such problems.
3. They maintain health records on students and supply teachers with necessary health information about their students.
4. They attempt to advise students and staff on health matters such as immunizations.

Remember that school nurses cannot prescribe and, in many states, cannot dispense even such simple drugs as aspirin. They cannot give teachers and staff routine shots except under the direction of a physician, usually during a mass immunization program. Do not embarrass school nurses by asking them to do things which they are not empowered to do. They will either have to refuse or to violate an established rule of their job, so do not put them in the position of having to make a choice. If you unknowingly put them in such a position and they refuse to do what you ask, apologize for having asked and do not hold the refusal against them.

School nurses will usually identify for you any students in your classes who have chronic health problems which might cause difficulties. Epileptics can have seizures in class, although the likelihood of such occurrences has been dramatically reduced by the use of modern drugs. Diabetics can go into insulin shock from low blood sugar or into coma from high blood sugar, and teachers have to know how to treat such emergencies should they occur. The school nurse can brief you on first aid if such crises occur and can also identify for you any students who may fall victim to other frightening manifestations of illness from previously diagnosed conditions.

It is well for beginning teachers to meet with the school nurse or with someone in the school who has had extensive training in first aid to discuss means of dealing on an emergency basis with situations relating to health and safety that might conceivably occur among students.

School Secretaries. School secretaries are usually overworked. They handle many of the official reports which public schools are required to submit regularly. They meet the public, often when members of that public are at a peak of emotion—the angry parent who comes charging into the office, for example. They are the liaison between busy administrators and those who want to get through to them, including teachers. They answer telephone calls, often at the busiest time of the day. Sometimes they are in charge of dispensing supplies and of running teachers' messages on mimeograph or duplicating machines. They sometimes must deal with disruptive students whom desperate teachers send to the office to see a vice-principal. In short, they are on the firing line for eight hours a day receiving the kinds of barrages which would demolish the weak. Among school secretaries, it is the strong who survive.

You can get along with and substantially assist school secretaries by—

1. Trying to understand the pressures they work under.
2. Putting your requests for materials, supplies, appointments, and the like in writing.
3. Getting your reports in on time.
4. Thanking and praising them when they do something for you.
5. Not sending students to the office without a note clearly indicating why they are there.
6. Trying to avoid making requests of them during their peak periods, which often come at the beginning and at the end of the school day.
7. Informing them if you are expecting visitors, such as guest speakers or resource people, on a given day and providing them, in writing, with the names of such people.
8. Smiling at them and greeting them warmly when you come into the school office, but respecting the fact that they have work to do and probably would prefer not to have inconsequential conversation with each of the hundreds of people passing through the school office every day.
9. Treating them as the professionals that they are.

RELATIONSHIPS WITH VISITING CONSULTANTS

Most school districts occasionally engage specialists from outside the district to work with their teachers and administrators on matters of particular concern. Such consultants are sometimes in residence for extended

periods of one week or more; however, they more often work with the district for one or two days, often conducting workshops on teacher work days. Sometimes they offer in-service courses which might be conducted for two or three hours a day after school on five or six successive Tuesdays or Thursdays. Sometimes credit is offered teachers attending such sessions.

Who Are the Consultants? Most consultants are well trained people with some particular expertise that a school district is in need of. Some are professors from institutions of higher learning; some are from state departments of public instruction; some are from other school districts; yet others are independent consultants who have their own consulting firms. Most are well trained and experienced in their fields of expertise.

Attitudes toward Consultants. Many teachers resent consultants and think that they cannot come to a school district for a short period of time and effectively solve the problems with which they were engaged to deal. This attitude is understandable and is, in large degree, correct. Consultants are not brought into districts to solve problems, however; rather they are brought in to help teachers and administrators in school districts work toward their own solutions. Consultants provide information on new techniques, research, and understandings. They assess situations, often very similar to situations with which they have dealt successfully before. They can point school districts in appropriate directions. They cannot deal single-handedly in a day or two with problems which have developed over long periods of time.

How to Profit Most from Consultants. Most consultants welcome input from teachers and administrators with whom they are dealing in workshop situations. Tell consultants of your specific educational concerns and see whether they might be able to address those concerns. The best workshops are those in which everyone participates as fully as possible. Consultants work most effectively when the people with whom they are working are responsive and have a positive attitude. If a session with a consultant falls flat, it may be because local participants were unwilling to give all that they could to make the session a success.

Remember that it is not necessary that you be able to use every suggestion made by consultants to benefit from their presence in a district. Listen critically to their suggestions, always considering what might work and what might not work in your immediate situation. You know your students, your school, and your community. Consultants know their fields. You, as a teacher, need to weigh what they say as fairly as possible and try to implement those suggestions that stand a good chance of succeeding with your students.

Consultants can usually provide useful suggestions for resource materials and for additional reading in the fields of their expertise. Treasure these suggestions. Also, many consultants express a willingness to write to teachers who send them specific questions after a workshop has been held. If a consultant is generous enough to offer this kind of assistance, teachers would be wise, indeed, to avail themselves of the offer.

CHAPTER 4

Lesson Plans

Effective planning skills are essential in every profession. Teaching, in particular, requires planning for each day's activities. Daily lesson plans are usually derived from a unit topic designed for varying lengths of time. As unit topics are selected for teaching, long-range goals are established for both students and teachers. Lesson plans enable you to break these goals down into specifics, so that the day-to-day lessons can lead to eventual fulfillment of the unit plan goals.

A lesson plan outline can follow any of several formats. It is best to follow the format which meets your specific needs or is required by the school system in which you work. Typical elements of a lesson plan might include the following: title of the overall unit of study, date for which the lesson is planned, title of the lesson, general objectives of the lesson, specific objectives of the lesson, leading questions, materials to be used, and self-evaluation. These general ideas are envisioned as resulting from the teaching of the unit and in this case the particular lesson; all are important in identifying initial lesson information. How much should actually be written in a daily lesson plan? We would suggest that lesson plans be inclusive, yet brief. A beginning teacher's lesson plan should be well written; it should give you an idea of where you want to go and what you wish to achieve. In this chapter, we will present a sample simplified lesson plan format as well as examples of sample lesson plans.

The specific *objectives* of the lesson should be listed in the lesson plan. These objectives are the matters to which the teaching is directed, i.e., those workable concepts you wish to transfer to your students. The lesson plan is the actual explanation of the *procedures* or plan of action for arriving at the stated and desired objectives. *Leading questions* refer to those questions or statements used to stimulate, introduce, set the stage for, or actively involve students in the lesson and can be used as a lead-in to actual procedures. *Materials for teaching* include a list of all materials needed to carry

out the lesson successfully. They should be listed inclusively. *Self-evaluation* is the final area of consideration in a lesson plan. It can be a very important aspect of the daily lesson, yet it is frequently neglected.

Take the time to self-evaluate your lessons honestly at the end of each day. Not only will this process indicate teacher effectiveness in interaction with students; it will also measure goal attainment and the appropriateness of materials and procedures used to achieve the goal. The self-evaluation of lessons can take many forms. Questions ranging from *Was the lesson begun on time?* to *Were my questions open or closed?* may be the focus. Prepare an inclusive list of questions to be used in self-evaluation. For each lesson, seek the answers to the respective questions you feel are appropriate for evaluating the lesson.

Lesson plans are simply a guide, a sequential development allowing you to visualize procedures toward the achievement of your goals. Lesson plans are not meant to be strict plans of action; rather they should be flexible enough to adapt to student interest and input where feasible. It is important that you, as teacher, use the lesson plan and not let the lesson plan use you. In preparing lesson plans for each class, consider student needs (individual and collective). Fit each lesson plan to the students, not the students to the lesson plan; i.e., the lesson plan should be for students and should include their participation in a variety of ways, making them a focal point while involving them actively in learning. When teachers try to dominate the activities in the lesson plan, the student-learning situation is usually unsuccessful.

What are some values of lesson plans? Written lesson plans (1) give direction to teacher and student efforts, thereby permitting the teacher better preparation for the specifics of the lesson being taught and allowing the teacher a better position to actuate the lesson; (2) bring more clearly into focus both sequence and continuity of the learning to be achieved during any given lesson; (3) provide a reference point for the teacher while teaching; and (4) provide a record for the teacher. Lesson plans have additional value in that they provide needed information to substitute teachers who may replace an absent teacher for one or more days. They are also of value to supervisors, principals, or others who come to observe in the classroom.

Often both beginning and experienced teachers question the necessity of writing lesson plans. There is little doubt that lesson plans take time and effort if they are to be prepared correctly, but planning is an important aspect of teaching. Professionals are expected to plan well. Even the trained and experienced professional teacher, however, can experience less than ideal lesson plan writing brought about by the limitations of time. It is important that plans be current. Since your classes change each year, your respective students' needs change as well. The same lesson plans cannot and should not be utilized year after year. Lesson plans must be reviewed and updated. Material should be added to or deleted from the lesson plan according to the needs of students. This process is a vital means by which teachers teach effectively and students learn effectively.

LESSON PLAN
(Sample Format)

Objective(s):

Procedures:

**Leading
Questions:**

**Materials
for Teaching:**

Other:

Self-evaluation:

SCIENCE LESSON PLAN
(Grade 10)

Objectives: Each student will be able to identify at least four out of five contaminants in a sample of water during a 45-minute test period. Each student will be provided with (1) a sample of water containing five contaminants, (2) chemicals necessary for the water analysis, and (3) directions and charts necessary to determine the contaminants present.

Procedures: Day I. General directions for use of the Water Pollution Kit will be given the class along with demonstrations of proper procedure.
Day II, III. The class will be taken to a stream, and working in groups of two and three will try to determine contaminants present in the stream.

Day IV. Compare results of the different groups to point out (1) the different possible water pollutants, (2) the water pollutants present in the stream checked, and (3) the common procedural mistakes that lead to erroneous conclusions.

Day V. Test on students' ability to follow directions and use the test equipment.

Leading Questions: After studying water pollution in the textbook, ask: *Do you think the nearby stream is polluted? What types of pollution do you think would be present? You say that the stream is polluted, but how could you tell for sure?*

Materials for Teaching:

1. Water Pollution Kit
2. Chemicals to make up samples of contaminated water
3. A nearby stream

Self-evaluation:

MUSIC LESSON PLAN (Grades 3-6)

RHYTHM POEM

Objectives:

1. To learn body instruments.
2. To memorize rhythm poem, "My Heart Says Thump."
3. To construct five activities from one rhythm poem.
4. To define "ostinato."

Procedures:

1. Introduce body instruments.
2. Echo rhythm patterns.
3. Read selected poem, then have several students read it different ways.
4. Clap rhythm of words.
5. Discuss rhyming words.
6. Discuss rhythm of first line--Which word moves the fastest? Do second and third line the same way making long and short marks over the words.
7. Clap rhythm.
8. Clap rhythm and add chest drum.

9. Do rhythms without words—only think them to yourself.
10. Divide group into three sections—each group starting the rhythm at a different designated time.
11. Add "ostinato" (thump, thump, thump, etc.).
12. Add third part—"This is what my heart says."

Leading Questions:

Did you know you have many rhythm instruments with you right now? Can someone find words in our poem that are alike? Which word moves the quickest in our first line?

Materials for Teaching:

Poem, chalkboard and chalk, interest center—cardboard, tape recorder, and score sheet.

Other:

Poem

"My heart says thump.

My heart says bump.

My heart says thump ba pump, pump, pump."

Interest Center. A large board with the words to three rhythm poems written on the left side numbered 1, 2, and 3. The rhythm patterns are written on the other side in a different order with different numbers. Audio rhythm patterns with body instruments recorded on tape recorder. Object of center is to match the words, written and audio rhythm on the score sheet. Answers at the end of each recording section.

Self-evaluation:

SPELLING LESSON PLAN

(Grade 5)

Objectives:

1. To differentiate between the sounds of ô, ü, ū, and ä.
2. To identify the meaning of the new spelling words.

Procedures:

1. Before students enter the room, the following chart will be drawn on the board:

ô	ü	ū	ä

When class begins, the instructor will call aloud the following words—*order, all, cause, moon, rule, move, foot, put, far, and farther*—and have individual students place these words under the correct sound. By working aloud and stressing the noted vowels, students should be able to distinguish between the four sounds. After completing this exercise, each student will be required to make up three new words that will fit under each heading. During this time, the teacher will work with those pupils who are having special difficulties.

2. Toward the last half of the period, the instructor will call out the fifteen new vocabulary words and have individual students spell each one aloud. The students will then use each one in a sentence and/or give the definition of the word.

Leading Questions:

What is the vowel sound in the word "moon"? Is it long or short? What is the sound of ô? What is the sound of ü? What is the sound of ū? What is the sound of ä?

Materials for Teaching:

Chalk, blackboard, and spelling textbook.

Self-evaluation:

ECONOMICS LESSON PLAN (Grade 9)

Objectives:

1. To be able to differentiate between a corporation and other types of business ownerships.
2. To identify various types of stocks.
3. To compare and contrast the prices of stocks and the factors which determine their fluctuation.

Procedures:

Read and study chapter on corporations and stocks. Discuss the chapter and review significant terms. Short lecture explaining typical stock sales transaction and how to read the stock market page of the newspaper. Assign problem—after studying the stock market page of the newspaper, each student "invests" a specified amount. The investments are reviewed periodically.

Leading Questions:	<i>What factors influence market prices and why? When is the buying of stock a good investment? How is the stock market affected by inflation, deflation, and recession?</i>
Materials for Teaching:	Textbook, newspaper.
Self-evaluation:	

MATHEMATICS LESSON PLAN

Introduction to Sets (Grade 2)

Objectives:	<ol style="list-style-type: none"> 1. Given pictures representing the term <i>set</i>, students will be able to identify familiar groups or collections as a set. 2. Given a group of objects, students will be able to describe the members of the set.
Procedures and Leading Questions:	<ol style="list-style-type: none"> 1. Introduce the term <i>set</i>. A set is a group or collection of objects. Each object in a set is a member of that set. Each of these pictures represents a set. <i>Can you tell me the members of each of these picture sets?</i> (Use flannel board and pictures) 2. Point out sets which the children can identify with: fingers on hands, shoes, family, seasons, days of the week, months of the year, colors in the flag, etc. <i>What are some sets you see in the classroom?</i> Ask students to name other sets with which they are familiar. 3. Ask some of the children to count the set of children in the classroom. <i>What is the set of boys? What is the set of girls?</i> Have each member of the sets stand up. 4. Display sets of objects for students to observe. Ask them to describe the members of each set. 5. Ask the students to bring a set or a picture of a set to class to share with the other children. (These items may then be used for a bulletin board or display on the term <i>set</i>.)
Materials for Teaching:	<ol style="list-style-type: none"> 1. Flannel board and pictures of familiar objects: books, animals, toys, fruit, etc. 2. Collections of books, shells, blocks, pencils, toys.
Self-evaluation:	

TEACHER ASKED TO TAKE OVER UNRULY CLASS WITH NO LESSON PLANS

Karry Crosby is a first-year teacher at Maplewood Elementary School, an inner-city school with an enrollment of about 1,000 students. Mr. Mosely, an authoritarian-type principal, expects strict discipline and always seems to be in full control of his school. Karry has a group of lively third graders. She works hard and plans diligently for each school day. The children have accepted her quite well.

Karry was three months into her teaching year and just beginning to feel comfortable and secure with her class when suddenly one morning the class was interrupted by the intercom and Mr. Mosely's voice: "Attention teachers! I need someone to cover Ms. Farley's sixth-grade class from two o'clock until the end of school. Those of you who have a free period, please let me know." Karry knew she would have the art teacher with her for that last hour, so she informed Mr. Mosely that she would be available.

Since Karry's day was a busy one, she had no opportunity to discuss lesson plans with Ms. Farley; neither did she have time to prepare any lessons of her own, nor was she familiar with the sixth-grade children with whom she was to work.

As she hastened toward Ms. Farley's room, Karry was somewhat apprehensive about the assignment. Upon arriving at the door, she panicked even more. The scene was chaotic—children were scattered everywhere about the room. The teacher was trying to read a story to the class, but few children were listening. As Karry hesitatingly entered the room, Ms. Farley stopped reading and boisterously scolded the unruly class. When this tactic failed to work, she slammed a yardstick against the board to gain their attention. Karry, not accustomed to this sort of situation, contemplated leaving, but before she had the chance, Ms. Farley saw her and beckoned her into the room. "Wow, am I glad you are here! They are really wild today," she said. Ms. Farley then handed Karry the book from which she was reading as she grabbed her things and headed out the door, saying, "Try to finish the story, and thanks. Good luck!"

Questions for Thought and Discussion

1. Should Ms. Farley have talked with Karry prior to her taking over the class? What should they have discussed?
2. Is it fair to put another teacher in this type of situation? Explain.
3. How might written lesson plans have eased the problem for Karry? for the students?
4. If you were left with a similar situation, what would you do?

Projects

1. List the guidelines of your school system for writing lesson plans. Explain their purposes.
2. Prepare a lesson plan in an area of your choosing for the last period of the day in a sixth-grade class.
3. List several reasons that principals may require teachers to prepare lesson plans.

TEACHER CHALLENGES UNMOTIVATED STUDENTS

If the term "born teacher" has any meaning, Ward Katz would have to be called a born teacher. A mercurial student who obtained A's in the courses he liked and lower grades in those he didn't, Ward understands how boring school can be to some students; therefore his mission in life is never to bore anyone. Because his native dynamism enters into everything he does, most people with whom he has contact become involved participants when Ward is in charge.

Ward began his teaching career at a once-academic city high school currently attended by many students bused from a ghetto area. The school, in its first year of full integration, was having severe difficulty. Older teachers were taking accumulated sick leaves. Many talked of early retirements. A vice-principal had been shot and badly wounded by a student. School corridors were patrolled by a staff of sixteen police officers.

Ward regarded his new job as a challenge to be met. When he discussed the school situation with his principal, he was told of the insuperable problems presented by the new students: poor attendance, high degree of tardiness, frequent sleeping in class, poor spelling and punctuation, lack of class participation. In short, school was to many of the students a dreaded evil. Ward thought he understood! He himself had experienced many of their feelings.

Ward decided first to deal with the dual problems of absence and tardiness. He designated one table in the back of the room as the "nonparticipatory table." He even printed a sign which read NONPARTICIPATORY TABLE. Then he said to the students, "No one in his right mind feels like doing English every day for the 180 days of the school year. I respect your right not to do English when you do not feel like it. If you want a day off—or two or three—sit at the nonparticipatory table. I won't call on you. You won't be hassled—as long as you don't disturb anyone who wants to work. All you have to do is make sure you have covered every unit's work by the end of the unit."

The next day everyone wanted to sit at the nonparticipatory table, but since there were seats for only eight, the first eight to arrive sat there. The others were told they would have to be on time if they wanted to sit at the table. When one of the students asked what "nonparticipatory" meant, Ward answered, "You will find a dictionary on the shelf. Find out what it means, Jim, and write the meaning on the chalkboard so we'll all know. In fact, any of you who find a new word might want to write it on the end board there everyday before class begins. Be sure to sign your name to it, though, so we'll know who made the contribution."

Ward worked on the pronunciation and spelling of words. "You poor souls can't spell. And if you can't spell, everyone is going to think that you're illiterate. You know better and I know better; nevertheless, it's possible that everyone else might not understand, so we have to find some way to make you spell acceptably. So from now on, don't worry about spelling when you write a paper. Use any words you want to. If you are not sure how to spell a word, circle it. If you spell it incorrectly, I will write the correct spelling above it in red. If you spell it correctly, I will put a check mark over it in red. In either case, make sure you know how the word is supposed to be spelled. I won't deduct any points for spelling *unless* you misspell a word that you have neglected to circle. Then it's zap—five points off."

Ward got results! His students attended class regularly and punctually. Few sat at the nonparticipatory table because class sessions were so alive and vital that no one wanted to miss one, and few fell asleep. Participation picked up. The fruits of his efforts were beginning to be harvested.

Questions for Thought and Discussion

1. What made Ward a success in this class? Take into consideration a variety of actions.
2. What role would lesson planning play in this type of situation?
3. Do you think Ward individualized instruction? Discuss fully.
4. What do you think about Ward's initial approach with these students? What is he trying to instill in them?

Projects

1. Explain how you might individualize instruction in this type of classroom.
2. Present other ways Ward might have obtained rapport and participation in this situation.
3. List six ways in which good lesson planning can eliminate problems in the classroom.
4. Prepare a speech to give to colleagues on "The Importance of Good Lesson Plans in Teaching."

NEW METHODS CONFUSE STUDENTS

Angela Smith is a busy beginning teacher in the sixth grade at Ansen Elementary School. She is determined not to be conventional—seats in straight rows, the teacher's desk at the front of the room, colorless bulletin boards. Instead, she wants to make things come alive and encourages students to be lively—no straight-from-the-book teaching, rote learning, superquiet and orderly students afraid to move in her classroom.

During the first month, Angela worked hard to prepare exciting lessons. She moved the furniture around, and put a great deal of time into her preparations. Angela enjoyed this approach and thought that things were going very well. After all, she was exposing the students to many productive experiences. Her initial successes made her strive onward.

Angela continued to feel that classes were going well. Her students heads bobbed up and down in assent to what she was saying; they followed her with their bright eyes, they took notes, and they behaved quite well. Angela was having such a good time with them that she delayed evaluating them, capitalizing on their enthusiasm to motivate them to tackle bigger learning tasks than they had ever tackled before.

At the end of the first month, Angela decided to give a test on the materials she had been covering. The carefully prepared test, partly objective and partly subjective, was administered one Friday. To Angela's dismay, only two of her twenty-four students received passing grades. She was crushed. The students began to show signs of hostility and asked that Angela give them another test and that she "... drill them on the materials."

Angela had trouble understanding the situation and mulled it over for long hours. Then she tried to put herself in the position of her students. "If I had been taught by conventional traditional methods for four or five years and suddenly were exposed to a whole new method of teaching, how might I react? It might hold my attention, but might it also confuse and bewilder me?"

All at once Angela arrived at several new insights. She realized that perhaps neither the traditional methods nor her own liberal teaching methods were right or wrong. Each type had its place. She realized that it is necessary to evaluate students often enough to gauge what they are learning. She also realized that perhaps she had a great deal to gain from this teaching experience. For Angela it was back to the drawing board to devise methods of teaching more related to the needs of students rather than to the ideas of an inexperienced teacher.

Questions for Thought and Discussion

1. What mistakes do you consider Angela made in her teaching? What might her lesson plans have looked like?
2. How could lesson plans have helped Angela?
3. Does Angela need help in her teaching? If so, from whom? Do you think she will be able to accept help?
4. What might become of Angela's classroom? Will the desks be formed into rows? Will she sit in front now? Discuss the possibilities.

Projects

1. Role-play Angela's self-discussion and realizations.
 2. List the pros and cons of traditional teaching methods vs. less traditional methods.
 3. Make a plan for Angela to revamp her teaching in her classroom. What should she do and how?
 4. Prepare a lesson plan in an area of your choice that will reflect and demonstrate Angela's new approach to teaching.
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CHAPTER 5

Discipline

Learning and discipline have long been talked about in the same breath. The Latin word *discere*, from which the modern word *discipline* is derived, means *to learn*. A scholarly discipline is an area of learning. However, discipline as it relates to behavior also has to do with learning, particularly with learning the societal codes and behaviors which are appropriate to and acceptable within various situations.

- *Discipline in Today's Schools.* Discipline in today's schools has been the subject of considerable debate in the press, on television, in election campaigns, and in scholarly treatises which focus on the education complex. An angry and sometimes hysterical public levels charges, demands action, and makes threats, often totally overlooking the root causes of the problems which make them spring into some sort of action. One cannot ignore the fact that severe and extreme discipline problems exist within many schools. However, one cannot arrive at a fair assessment and understanding of the situation unless one looks at the broader society which feeds the schools.

Who Goes to School Today? A simple answer to this question is "Nearly everyone between the ages of six and sixteen." The greatest difference between public education in America today and public education in America around the year 1900 is that at present a much larger percentage of the populace is involved in going to school. Whereas in 1900 approximately 90 percent of American youth left school by the end of the eighth grade (many of them unable to read and write effectively) to enter a job market which could still absorb most of the functionally illiterate, today the earliest school-leaving age is sixteen. Because at that age the majority of students are within a year and a half or two years of graduation, many remain in the school with the expectation of receiving a diploma. Of the large number of people remaining to finish high school, a small percentage is functionally illiterate. A not inconsiderable number of functionally illiterate students, however, has been graduated from our nation's high schools.

In any school system that is inclusive rather than exclusive, the diversity of the school population demands a strenuous and continuous reworking of the curriculum. If any society decrees that it is desirable, for whatever reason, to encourage or require its young people to remain in school into late adolescence, then it is incumbent on that society to make sure that major aspects of the education offered will be germane to the needs of every sector of the school population.

Some Causes of Discipline Problems. The root causes of specific disciplinary problems are so numerous and varied as to defy simple categorization. Some valuable and fairly accurate generalizations can be made, however, which explain at least in part some of the basic reasons for the problems which many teachers face. The following causal factors are noteworthy for the beginning teacher:

1. *Boredom.* Students who are bored will react in one of two ways. They will either withdraw and be apathetic (e.g., students who sit in the back of the room, often with their heads down, never causing trouble but never contributing anything), or they will react against their boredom and rebel (e.g., students who deliberately cause disruptions, who talk with their neighbors, who bicker with the teacher). Apathy is the more dangerous of the two symptoms. Kids who react against their boredom, while they may disrupt the class and impede forward progress, are calling for change, are demanding that something be done to involve them in the learning process. As annoying as they may be, they have not given up. They usually want to learn—but they do not want to learn what the school wants to teach them. They are demanding that you give them something which relates to them. On the other hand, apathetic kids have given up. By their withdrawal, they are saying, "There is nothing here for me, and there is nothing that I can do about it. I will just wait until I can get out." And if apathy hits in the fourth or fifth grade, the wait is a long and singularly destructive one. You need to understand the causes of both apathetic and disruptive behavior if you are to be able to deal with such behaviors effectively.
2. *Bad Home Situations.* Youngsters who come from bad home situations will often act out frustrations in school which have been engendered by the home. Families that bicker constantly often produce children who bicker and are combative. Families in which physical violence is common often produce children who fight rather than reason. Families in which there are no strong adults to serve as role models often produce children who are lacking in emotional stability. Families in which authority figures (police officers, for example) are distrusted often produce children who distrust and dislike authority figures (teachers and school administrators). Such children may exhibit a lack of respect for education and educators. Students who come from bad home situations need the stability and concern which sensitive and caring teachers can give

them; however, the teacher must be ready for rebuffs and for inconsistent behavior from such students and must realize that there are times to back off from such students and allow them to get their emotions under control. Under no circumstances should you allow yourself to be drawn into bickering sessions with students, because students will always outbicker even the most bickersome adult. Let students know that you care, that you are sensitive to them, and that you understand their behaviors.

3. *Sexual Development.* Sexual maturity begins in most people between the ages of eleven and thirteen. Kids are aware of new stirrings within them, of feelings which they are not totally comfortable in coping with. Often they cannot discuss their feelings without a degree of awkwardness and embarrassment. Often they feel shame at these very natural feelings. The manifestations of their awkwardness, embarrassment, and shame are often seen in school behavior that is annoying and disruptive. Teachers in the middle or junior high school grades deal with youngsters when these problems are at their peak. If you arrange varied activities for these students and allow for them to move about rather than to sit behind a desk for whole class periods, you will find that many of the problems related to sexual development will be minimized. Life between ages eleven and seventeen presents students with a whole new set of problems, and dealing with these problems has a profound effect upon every youngster's overt behavior patterns.
4. *Drinking and Drugs.* The use of alcohol and drugs among children of both elementary and secondary school age has increased meteorically in recent years, and the attendant complications have caused problems for many teachers. No single teacher can control problems so diverse and complicated as those relating to drinking and drugs. However, all teachers need to be aware that these problems are endemic in many communities. If students have been drinking, they may sit listlessly in the back of the class, trying to sleep off the effects of their drinking. The characteristic smell of alcohol will usually signal for teachers the existence of such a problem. On the other hand, some students who have been drinking will be hyperactive and virtually uncontrollable. Such students should be referred to the school principal or to a designated school administrator. These students need specialized help that the average teacher is unable to provide within the classroom setting. If students come to class high on drugs, they may be uncoordinated, unresponsive, extremely tired, incoherent, and generally detached from all that is going on about them. The pupils of their eyes will usually be quite dilated; they may giggle when talked to. Such students should also be referred to the school administration. When referring students to the office for drinking or drug problems, make sure that such students are accompanied to the office by an adult. A request

that the office send someone to a given room to escort a student to the office will usually be honored. Be familiar with your school's policy regarding the handling of students with drinking and/or drug problems. The legal technicalities of dealing with such problems are not simple, and schools should develop policies which will protect teachers and aid students when such problems arise.

5. *Lack of Self-Worth.* Youngsters involved in situations in which they are always outperformed by others soon begin to question their own worth. Therefore, it is desirable to make sure that your classes include a sufficient variety of activities that every student will be able to make some noticeable contribution to the class. Kids with wounded egos will either withdraw or will call attention to themselves in whatever ways they can. If they are not recognized for the contributions they make in class, then they will misbehave in order to garner for themselves their fair share of attention. It is especially important that you find productive activities related to the work the class is doing to occupy those students who lack such basic reading and writing skills as are required for them to do the work that the majority of the class is doing.

Discipline and Respect. Discipline is directly related to respect. People who respect a law—or more broadly, *the Law*—will live within it. The orderly conduct of our society is dependent upon obedience to law and respect for authority. But unquestioning obedience can be a social ill as destructive to society as disobedience. Also, teachers and other authority figures must remember that respect is a two-way path. One cannot hope to receive it who is unwilling to give it. Students who act respectfully to adults who demean and denigrate them are acting out of fear rather than genuine conviction.

Students, as citizens, have rights which the Constitution guarantees. Among these are the right of due process (sometimes overlooked by schools in dealing with fractious students) and the right to be presumed innocent until proven guilty (also overlooked in some school situations). If students are to grow up with a respect for the law, they must be exposed to situations in which the law is respected, in schools as well as elsewhere. Individual teachers can encourage such respect by dealing with students in such ways that they will feel they have been treated fairly and justly.

Teachers have tremendous authority within the classroom. Unless they exercise this authority intelligently, consistently, and fairly they can become demagogues to be feared rather than role models to be emulated. The discipline of any group of people is directly proportionate to the effectiveness of leadership within that group, and in the classroom the teacher is the leader. This does not mean necessarily that the teacher dominates, but it must mean that the teacher has control of the situation at all times. Noise and disorder are not negative factors in classrooms *unless* the teacher is unable to control these factors when necessary.

Lawrence E. Vredevoe (*Discipline*, Dubuque, Iowa: Kendall/Hunt Publishing Company, 1971, p. 5) contends that in order for discipline in school to be effective, students must have respect for themselves, others, superiors or their positions, authority, rules and regulations, private property, public property, and law and order. Teachers may regard this as a fundamental list, but they must also remember that *they* must adhere to the items mentioned on this list if they are to expect that their students will do so.

TEACHER USES TABOO WORD UNWITTINGLY

Ms. Purdue has returned to teaching after an absence of over ten years when she was raising her family. Previously she was a science teacher in a school which was essentially college preparatory located in the same large urban district to which she has now returned.

On her return to the district, Ms. Purdue was placed in a ghetto junior high school where she was to teach general science and social studies. The school population was 84 percent Black. Ms. Purdue is a white woman who has lived most of her life in the suburbs and who has had little contact with any black community. She was frightened at the prospect of being assigned to a school which was so different from anything she had ever experienced.

On the first day of class, Ms. Purdue's first crisis occurred. Much to her amazement, although it was a warm day in late August, three of the boys in her homeroom arrived wearing knit caps which they did not remove on entering the room. Ms. Purdue waited a while before saying anything, then she said, "You're inside now, boys. How about taking off your hats?"

One of the students sprang up, approached Ms. Purdue, and said very hostilely, "Don' you ever call me that, lady. You hear? Don' you ever call me that!"

Ms. Purdue was baffled and bewildered. She had no idea what she had done and was unaware that she had called the particular student anything. She asked, "What do you mean? I haven't called you anything."

The student glowered and said, "You know what you called me, lady, and I ain' gonna take it. I don' have to put up with that, an' you remember it, hear?"

Ms. Purdue, afraid of losing control totally, asked, "What is your name?" She intended to write down the name and report the student to the vice-principal.

Backing off a little, the student said, "That's more like it. My name is Sammy and his name is Ike and his name is Jimmy, and none of us wanna be called 'boy'. OK?"

Questions for Thought and Discussion

1. Do you think that Ms. Purdue should have been concerned that some of her male students were wearing their hats in class? Would you have made an issue of this matter? Discuss.
2. In what ways did Ms. Purdue misread this situation? What would have helped her to better understand it? Might she have done anything before beginning her teaching in this school to help her better understand the situation which she would be facing here?

3. Would you report Sammy to the vice-principal for what he did? How would you deal with the situation from the point at which it was left?
4. As left, who do you think is in control of the situation? Discuss fully.

Projects

1. Make a list of about fifteen words or terms that particularly offend you.
2. Select three words or terms from this list and try to analyze why they offend you.
3. Find out as much as you can about the language taboos of your students. All have some strong reactions to certain words or phrases. For example, among teenagers, "stupid" and "dumb" are considered taboo words.
4. What effect do you think taboo words can have upon learning. If you include such words in your classroom presentations, do you think your students will learn as much as they otherwise would about the subject matter you are trying to present?

Punishment. Infractions of rules and deviations from accepted behavioral patterns must be corrected. Ideally, the punishment will be instructive rather than punitive. People who live in malaria belts may prevent malaria by swatting a mosquito which is about to bite them. However, such people can be assured that there are more mosquitoes, and that eventually a female anopheles will bite them and they will be infected with the dread disease. However, if these people work together to spread a thin film of oil on the breeding grounds of such mosquitoes, they may help to eradicate a dread disease. Punishments meted out to students are similar. Let us say that you find a student in the act of writing graffiti on the wall of the washroom. A just penalty for such an infraction of rules would be to have the student wash down the walls of the washroom, because in doing so, the student would come to realize what problems the school maintenance staff faces in keeping the washrooms clean.

Punishment must, in order to be effective, be related to the infraction for which it is being meted out rather than to the mood of the teacher at a given time. No student should be given preferential treatment in regard to punishment unless a physical disability makes a certain penalty inappropriate for a particular student. Just as mature citizens are supposed to receive equal treatment under the law, so should students in school be given equal treatment in regard to the rules and regulations of the school.

Always think of discipline in terms of its long-range outcomes. The behavioral patterns that the school is trying to instill have more to do with overt obedience to rules. What students do when they are outside the limiting and controlled environment of the school constitutes their real behavior. Therefore, the reasons for rules and regulations, as well as for the penalties for infractions, must be understood by students if their obedience to the social order is to be consistent and continuous.

Classroom Rules. Any society of people, regardless of size, must live within certain agreed-upon codes of conduct. These codes should be clearly and simply stated. They must be free of ambiguity. They must be subject to alteration by due process. They should represent the thinking of the society which is expected to live under them. Such are the requirements for any participatory society.

Therefore, the rules of the school and of the classroom should be as few as possible, should be clearly stated and easily understood, and should be the result of a cooperative effort involving students as well as teachers. If a classroom is governed in accordance with student-generated codes of conduct, enforcement will be easier than if the teacher simply decides on a set of rules and then informs students that such rules exist. It is well for students to be bound by their first set of classroom rules for a specified limited period—two or three weeks—so that they can modify any rules which seem unmanageable or inappropriate. As the school term wears on, specific times may be set aside for students to reconsider the rules which are in effect.

Teachers and students alike must realize that "discipline—the imposition of order by authorities—involves interference with personal liberty and as such always stands in need of justification" (Keith Dixon, "Discipline, Freedom and the Justification of Punishment," in Lawrence Stenhouse, ed., *Discipline in Schools: A Symposium* [Oxford: Pergamon Press, 1967], p. 163). Because such is the case, classroom rules and regulations should be carefully thought out and discussed.

STUDENT REFUSES TO READ ALOUD

Eula Moore is teaching sixth-grade English and social studies at the Randolph Winterbourne Middle School in a suburb of a large midwestern city. She teaches two double-period English/Social Studies blocks each day and one section of remedial English.

One gloomy November day, Eula was working with her remedial class. Her students had just finished an assignment in their grammar workbooks, and were in the process of reading a story aloud from their readers, as they often do. In accordance with her usual practice, Eula read the first paragraphs of the story to the class. Then she called on students to read a paragraph each. She began with the third row from the window and asked the student in the first seat to read a paragraph. Then the student in the second seat read a paragraph. When this student finished reading, Eula looked at the next student and said, "Jason, you're next."

Jason looked down at his desk and mumbled, "I don't wanna read."

"Come on, Jason," said Eula encouragingly.

"I'm not gonna read," Jason responded rather petulantly.

Eula responded, quite sternly, glaring at Jason, "You are going to read, Jason. Start reading. You are holding up the whole class."

Jason, who had never been a particular discipline problem before, repeated, "I don't wanna read."

Eula, showing a slight reddening in the cheeks, walked toward Jason, stood over him, and said, "You are going to read. Do you understand? I want you to start reading at once."

Jason, by now coloring perceptibly, jumped up, shouted, "Dammit, I said I don't wanna read, and I'm not going to!" and headed for the door as the class watched in amazement.

Questions for Thought and Discussion

1. What might have happened if Eula had said, on Jason's first refusal, "All right, Jason. We'll move on to Susan"? Supposing she had done this and Susan had said, "I don't wanna read either"?
2. Might this confrontation have been avoided? If so, how?
3. What does "I want you . . ." in Eula's last bit of dialogue imply? Might Eula have phrased her requests better? If so, how?
4. What should Eula do when the situation reached the point that Jason was about to leave the room? Think of all the things she might do at this point and of their possible consequences.
5. If teachers are going to have students read aloud in class, do you think they should begin at the first seat in a row and move sequentially through that row of desks? Why or why not?

Projects

1. List as many reasons as you can for having oral reading in the classroom.
2. Think of three near confrontations or actual confrontations you may have had with students recently, and list as many alternate strategies as you can for handling each, bearing in mind the possible outcomes to which each strategy might be expected to lead.

ANNOYING PROBLEMS PERSIST IN CLASSROOM

Fred Hintermeister is in his second month of teaching at George Washington High School in Burkes Garden. The students in one of his classes have been testing him in various subtle ways. One day the class was unusually quiet. All the students seemed to be watching the clock. Fred could not figure out why this was so because the period still had half an hour to run. Then, at a given tick of the clock, every student in the class dropped a book on the floor with a terrible clatter. Fred, wishing to appear unperturbed by the commotion, also dropped his book on the floor and went on with the lesson. His reaction seemed to defuse that situation.

However, small annoyances occurred day after day. Nothing really serious happened, but the disciplinary tone of the class was generally too lax and Fred knew it. Too much time was being wasted on problems like the one described. Fred decided that he had to do something to tighten the discipline, but he was not sure how to proceed. Occasionally he would come to school ready to crack down, but on those days his students behaved like angels.

One day when Fred's difficult class filed in right after lunch, the atmosphere seemed right for more of the small problems that had persisted for two months.

Fred began the lesson, and his students began something else—all started tapping pencils on their desks, each rather softly but with enough noise collectively to make it difficult to talk over the sound. Fred, deceptively calm, turned to the class and said, "Since you seem to enjoy tapping your pencils so much, we won't bother with our lesson today. Just tap your pencils for the rest of the period and get it out of your system. But don't stop for a second. Anyone who stops will be sent right to the office."

Questions for Thought and Discussion

1. When problems such as those described persist, do you think it best to ignore them or simply to level with the class, say that you find such behavior annoying, and openly discuss solutions? Can students help you to solve such problems? If so, how? Discuss fully.
2. When all the students dropped their books, what would you have done? Defend your answer.
3. Do you think that Fred made a mistake when he dropped his book and passed the incident off as inconsequential? What else might he have done? Consider all the options.
4. Do you think that Fred proceeded wisely in dealing with the pencil-tapping incident? Do you foresee that any long-term improvement in the situation would ensue from his handling of this annoying problem?
5. What assumptions would you make about students who behaved as Fred's youngsters did this far into the semester? Having reached your assumptions, how would you now proceed to deal with the broader aspects of the problem?

Projects

1. What is the most annoying small problem that you have faced with one of your classes this week? Note specifically what annoyed you. Now write at least three different ways that you might have dealt with the problem and indicate the outcomes you would expect from each of these possible solutions.
2. Ask one of your colleagues what was the most annoying incident that he/she had to deal with in the last week, and tell that colleague about your most annoying situation. Then each of you write out what you think might have been the best way to handle these situations. Compare your answers.
3. Discuss with a colleague in your school what attitudes students develop toward authority if infractions are dealt with by sending students to the office. What alternative remedies might be used? Under what circumstances *must* students be sent to the office?

Cheating. The school must work concertedly to discourage cheating and other forms of dishonesty. Some students cheat without knowing they are doing so—that is, they may plagiarize from sources because they do not understand the rules of documentation and are unaware of what plagiarism

is. Make sure that your students understand what constitutes plagiarism, particularly if they will be doing outside assignments such as research papers.

Cheating in examinations can be minimized in a number of ways. The most obvious deterrents to this sort of cheating are the following:

1. Separate students so they cannot easily look on to another student's paper.
2. Give essay-type examinations.
3. Assemble the pages of objective examinations in different orders. To do this, the items on each page must be numbered independently; i.e., each page should have its own sequence of numbering, beginning with 1. Individual pages should not be numbered. Students looking on their neighbors' papers will find the neighbors' first page to be different from their first page.

STUDENTS SUSPECTED OF CHEATING ON EXAMINATION

When Peter Axford gave his fourth graders an objective examination in science, two students who sit side by side came up with identical answers, right down to the misspelling of *oxygen* as *oxgyn* and *atom* as *adidem*.

After lunch, Peter's class has a quiet reading period when students read for twenty minutes on their own. Often during this period, Peter calls students to his desk to coach them or to give individualized attention. On this particular day he called about seven students to his desk, including the two who presented the identical test papers to him in the morning. He asked each of the seven students to write for him a few words which appeared on the science test, including *oxygen* and *atom*. He found that one of the suspected cheaters wrote *oxgen* and *addem* for these words. The other wrote *oxygen* and *attim*. Convinced that he had sufficient evidence with which to confront the two suspects, Peter asked the two students to stay in the room for a couple of minutes when the rest of the class proceeded to its music class.

Questions for Thought and Discussion

1. Do you think that Peter's evidence is convincing? Discuss.
2. Might Peter have sought other types of evidence? If so, what might he have sought?
3. Do you think that Peter was being sneaky in gathering his evidence? Was his approach justified? If not, what other approach(es) might he have used?
4. If Peter ascertains without doubt that the two students have cheated, what should be his next step?
5. If both students flatly and repeatedly deny having cheated, what should Peter do?

Projects

1. With two other people, role-play the encounter of Peter with the two suspects.
2. Make a list of specific cheating problems which are particularly prevalent in your subject area(s).
3. Working from the preceding list, make another list of preventive measures which you might take to thwart cheating in each of the areas you have identified.
4. Find out what policy, if any, your school has concerning various forms of cheating.

STUDENT ACCUSED OF PLAGIARISM

Phyllis Renney teaches an advanced English class for senior students at Deenham-Houghton High School. A major term project in the spring semester was a term paper, minimally twenty pages in length, dealing selectively with the work of a major American author. The paper was to be analytical. Because the school library is not sufficiently extensive to permit any really thorough research by the number of students involved in the project, Ms. Renney advised her students to depend as little as possible on secondary resources and to write critically about specific works by the author that each student was considering.

Guy Dukas has been a slightly above-average student in this rather selective class of students. He has already received early admission to an Ivy League university. Although he is rather quiet and retiring, often reluctant to say much in class, Guy has a good mind and has been dependable in doing his work in the class. He elected to do his term paper on the poetry of William Carlos Williams.

Guy's paper, neatly typed and attractively bound, came in on time. Ms. Renney read it after reading a number of the other papers and was immediately overwhelmed by the depth of Guy's poetic insights. As she proceeded with her reading, she became increasingly suspicious. The paper seemed to her to be too deep and too well expressed to have been written by a seventeen-year-old, albeit Guy was a bright seventeen-year-old.

The next morning, Ms. Renney arrived at school early enough to go to the room of one of her colleagues, Celia Fox, who always came to school an hour early in order to work on the school yearbook, and said, "Celia, could you read this paper and tell me what you think of it?"

Celia agreed and told Ms. Renney that she would see her at lunch. When the two met at noon in the faculty lunchroom, Celia said, "That paper just wowed me, Phyllis. It's so professional; that kid must really understand poetry."

Ms. Renney queried, "Do you think a high school senior actually wrote that paper?"

Celia answered, "Well, it did cross my mind that there might have been some heavy dependence on an outside source or two."

That afternoon Ms. Renney called Guy out of his study hall, took him to the English workroom, handed him his paper, and said, "Guy, I don't want to do anything to jeopardize your future, so I am going to give you the opportunity to write another paper for me."

Guy looked stunned and asked, "What do you mean, Ms. Renney? What is wrong with my paper on Williams?"

Ms. Renney responded, "Nothing is wrong with it, Guy. It is a splendid paper. I am sure that whoever wrote it is very proud to have produced such a polished and professional analysis of the poems that are discussed in it."

Guy protested, "I don't understand, Ms. Renney. That is my work. I did it myself. I didn't have any help from anyone."

Ms. Renney frowned and said, "Don't make the situation worse than it is, Guy. I am trying to be fair and I am willing to let bygones be bygones. I could report you for what you have done. Instead, I am giving you a second chance."

Guy flushed and shouted, "Well, you can keep your second chance. That is my work and no one can get away with saying that it isn't." He stormed out of the office.

Questions for Thought and Discussion

1. How might Ms. Renney have proceeded much earlier so that plagiarism would have been all but impossible?
2. Given Ms. Renney's suspicions, how might she have proceeded with Guy in order to find out whether or not he really wrote the paper?
3. Did Ms. Renney treat Guy fairly? Why or why not?
4. Should Ms. Renney have told Guy that another teacher read the paper and also questioned whether a seventeen-year-old could have written it? If so, should she have identified the other teacher? Why or why not?
5. Was Ms. Renney wise in asking a second teacher to read the paper? fair?
6. If you suspected that a paper you received from a student had been plagiarized, how would you deal with the problem? Discuss fully.
7. Did Ms. Renney accord Guy due process?

Projects

1. Role-play the interview between Ms. Renney and Guy in such a way that Ms. Renney makes no accusations but rather seeks to find out how much Guy knows about his subject.
2. List at least three steps that you might take to prevent plagiarism in your teaching situation.
3. Write your own comprehensive definition of plagiarism, and then compare it with the definition given in a reliable dictionary.

Fighting. Fighting among students is one of the most upsetting and alarming situations that can confront any teacher, particularly the beginning teacher. If a fight breaks out between two students, first try to ascertain whether the students have weapons—guns, knives, pieces of broken glass, pieces of pipe, or anything else with which they might inflict severe bodily harm. The best policy is to send immediately for help and not to get into the midst of the fray. You will be at an advantage if you know the names of one or more of the combatants. Calling the combatants by name will

often cause them to stop fighting. If you do not know the names of the students who are fighting, try immediately to learn their names from other students and say commandingly, "John Smith, go into my classroom and sit down immediately. Ralph, you come over here and tell me what this is all about."

If this tactic does not work, at least try to keep other students from entering the fray. Sometimes the contestants will become separated and you can take one of them aside, leading him or her by the arm out of the heart of the conflict.

Remember that all manner of innocent-looking items—pencils, pens, books, rulers—can be used as weapons, and weapons can inflict severe, even mortal, injuries. Separation of two fighting students must be the immediate aim of a teacher who encounters a fight. A calm, steady voice can often work wonders in such situations; indeed, the combatants in such situations often want to be stopped, but they cannot themselves retreat from conflict without losing face. You can easily talk apart two students who really would prefer not to be fighting.

TEACHER TRIES TO BREAK UP FIGHT IN HALL

Nina Stillman is a five-foot, ninety-five-pound dynamo in her first year of teaching at Boynton Senior High School in a large northeastern community. She has good rapport with her classes and has faced no significant discipline problems in her first five months of teaching her five classes of college-bound juniors and seniors.

One Friday, just as Nina's students were settling down to do a written assignment, a commotion developed in the hall outside the room. Nina jumped to her feet and ran into the hall, followed by a number of her students. Two rather large boys, one wearing a heavy coat and a cap, were fighting and yelling obscenities at each other. Blood was flowing from the nose of one of the contestants, but he was throwing some rather effective punches at his opponent.

Nina experienced momentary panic but realized that she must do something, so she shouted, "Stop this instant! What do you think you're doing? This is a school, not a gymnasium."

The larger of the two boys screamed an invective at Nina. A small gallery of people, some of them seemingly not students in the school, cheered the fighters on. Nina's students urged her to come back into the room:

"Watch out, Ms. Stillman. They might cut you!"

"Don't mess with those dudes, Ms. Stillman. They're not even from this school."

"Leave 'em alone, Ms. Stillman. They're dangerous."

Nina considered getting into the fray and grabbing one of the boys but decided that to do so would be asking for trouble. Rather, looking at the boy with the bleeding nose, she asked very coldly and calculatingly, "What is your name?"

He replied, "Mickey Mouse. What's yours, honey?" and let another punch fly toward his opponent.

One of Nina's students said, "I know his name. He used to go to school here. Come in the room and I'll tell you his name."

Grateful for the opportunity to leave the situation, Nina went into her classroom, closing the door behind her. She went to the telephone and called the office for assistance.

Questions for Thought and Discussion

1. Does your school have a stipulated policy about fighting? about non-students wandering around in the halls of the school?
2. If you had been in Nina's place, what would you have done upon sizing up the initial situation? Was Nina meddling in someone else's affairs when she went into the hall and became involved in the situation? Consider this question from the points of view of (1) the students involved in the fight; (2) Nina's own students; (3) the high school administration, and (4) a parent.
3. If you were to hear a commotion outside your classroom, would you open the door to investigate before doing anything else? What other options would you consider? Why? Remember that considering options of this sort before a threatening situation occurs can result in your acting more effectively should such a situation face you.
4. Should Nina have demanded that her student give her the name of the student he/she knew before going back into the classroom? Discuss this question fully, considering the motives that the student might have had for phrasing his/her statement as it appears here.
5. Would you ever jump into a fray in an attempt to stop it? Why or why not? Are there certain circumstances in which you would and other circumstances in which you would not become involved in this way? Specify the situations in detail.

Projects

1. Make a list of reasons why outsiders should be required to register in the main office before being allowed access to the school.
2. In your state, what would be your legal status if you entered into a student fray in which one or more students were injured? Check with a school administrator on this point.
3. Write five pieces of dialogue that Nina might have used rather than "Stop this instant!" etc., and discuss the outcomes each dialogue might generate.
4. Write an account of the incident described for presentation to the school principal, including as many of the details as you can—names of witnesses, exact times, dates, and locations. Consider why it would be necessary and desirable for you to write such a report.

Bringing a Noisy Classroom Back to Order. Sometimes students become so enthusiastic, involved in group work that the noise level in the room becomes quite great. This is perfectly all right as long as (1) the

students are not disturbing other classes and (2) you are able to bring the class back to order immediately.

A good technique is to train students to watch for signals which indicate that everyone is to be quiet. Each teacher will find some individual means of doing so. Among the tactics which some teachers employ with success are the following:

1. Switch the classroom lights on and off.
2. Raise your hand and let your students know that when they see your hand raised, they will raise their hands and be completely quiet.
3. If you are playing background music in the class, stop the music when you want attention.
4. Ring a bell which you keep on your desk for this purpose.
5. Put your hand on the head of one student who will then put his or her hand on the head of another student, and so forth, until everyone is quiet.

Remember that the least effective way to control noise is to add your own voice to the already substantial volume.

Helpful Points to Remember. The ultimate control for which all teachers should be aiming with their students is self-control. Discipline which comes from within through conviction is the only kind that works in the long term. Students who are not yet capable of maintaining a high degree of self-control need external reminders. Each external reminder should be strengthening the underpinnings of self-control. Some significant means of accomplishing this objective are the following:

1. Try to avoid making judgments about students and/or their actions until you have all the facts upon which a judgment can reasonably be based.
2. Try to be as fair and impartial as possible in enforcing discipline.
3. Try to be consistent in enforcing discipline.
4. Give students a major voice in determining what the rules of the classroom will be.
5. Treat students with respect, and observe the fundamental rules of due process and innocence until guilt is proven.
6. Let punishment be related to the infraction for which it is exacted, and let it be reasonable.
7. Know your students' names so that you can speak directly to them, calling them by name, in disciplinary situations.

8. Know the rules and regulations of your school, and know who in your school has been designated to deal with specific types of disciplinary problems such as truancy, drug use, fighting, and insubordination.
 9. Try to deal humorously with small infractions of rules, not making a federal case out of something comparable to a parking violation.
 10. Respect confidentiality in matters related to students and to student discipline.
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CHAPTER 6

Evaluation

All teaching must include well-designed programs for student evaluation. In some school districts, student evaluation programs are specified district-wide; in other school districts, evaluation programs are planned and implemented solely by the teachers; in still others, a combination of district and teacher evaluations is utilized.

Evaluation, whenever or however used, should serve specific purposes established by the teacher. In actuality, evaluation can not only test a student's knowledge or probability of advancement but can also provide excellent feedback to teachers on the degree of success they are having with students. It is therefore important to view evaluation as a two-way process.

Evaluation of students is difficult at best; its concept and process remain a matter of continuing debate. Evaluation can be threatening and can often be looked upon by students in a less than positive manner. Threatening students with evaluation may have negative effects, sometimes causing them to be so distraught that they may produce results far inferior to their capabilities. As a beginning teacher, be aware of this possibility and take needed precautions to ensure that students will not feel threatened or pressured by evaluation techniques. Rather, help students to understand that evaluation assists students and teachers work together in a more meaningful environment. You can therefore promote a positive, healthy attitude toward evaluation by always keeping students' individual needs in mind. When evaluation takes place, make students aware of the format to be used, the intended purposes of the various evaluation components, and the utilization of the evaluation results.

Above all, be sure your evaluation program is continuous. Student evaluations should be given frequently enough to enable you to assess how you are relating to your students and what corrective approaches, if any, are needed to better meet student needs. Try to avoid trial-and-error processes which might interfere with student learning.

Types of Evaluation. Evaluation in the modern and contemporary school consists of a broad range of activities, not only pencil and paper measurement as has been the case in the past. Important among these activities are teacher judgment through observation of the student as the student pursues various learning tasks; face-to-face interviews; observation of student performances; assessment of products of student works such as use of laboratory apparatus for experimentation, writing of poems, composing of essays; simulation; student self-evaluation; and peer evaluation.

Evaluation may also take the form of sociometric techniques, aptitude tests, interest and personality inventories, standardized tests, objective teacher-made tests (the latter may contain multiple choice, matching, essay items, or true/false items), and subjective teacher-made tests. Each of these items has its strengths and weaknesses. Evaluation may occur either individually or in groups.

As a beginning teacher, remember that evaluation is simply a guide. If you question an evaluation procedure, ask others about it. If you question an evaluation result, perhaps the evaluation should be done a second or third time and by persons trained in more refined evaluation techniques. *Never, never* judge students solely on the basis of one evaluation. Evaluation assists you in discovering the student's level of understanding, subsequent to which you can develop and provide help to increase that understanding and working level. Always promote a positive attitude within the student (and yourself) toward all forms of evaluation. Do not allow the attitude to degenerate into fear and apprehension.

Remember that standardized tests serve highly limited purposes and have severe shortcomings in several ways:

1. They measure poorly or not at all the ability to analyze, synthesize, and generalize to other phenomena.
2. Their formats are mainly multiple choice, and the human mind does not operate on a multiple-choice basis most of the time.
3. Most tests contain large measurement errors that make using them for precise decision-making highly questionable.

At present, probably too much emphasis is placed on grades and evaluation at the lower levels in school. This early overemphasis may well tend to produce a fear toward evaluation, as is often seen in students of all ages.

Parents must be kept informed on a continuing basis of their child's evaluation and progress. An open line of communication should be maintained between teacher and parents, together with a willingness on the teacher's part to provide evaluation information to parents. Evaluation should be on a continuum through daily records of progress in class work, class participation, homework assignments, and tests. When homework is given, it should always be given for an evaluative, learning purpose, never for busywork.

The following suggestions may be helpful to the beginning teacher:

1. *Plan your evaluation program.* The program should be a natural outgrowth of your teaching, planning, and implementation. As you teach, evaluate; effective, concomitant plans are a necessity for ensuring the quality of both teaching and evaluation.
2. *Be realistic in your plans for evaluation, for both yourself and your students.* Just as you cannot expect to teach too much, neither should you expect to evaluate too much. Evaluate for positive ends. Always keep in mind that evaluation is for improvement.
3. *Be consistent in your expectations of students.* Always keep the goal in sight and do not allow yourself or the students to lose sight of that goal throughout the evaluation process. In fact, a well-designed and executed evaluation program will help you both keep objectives in sight.
4. *Seek assistance when needed.* As a beginning teacher, you are expected to experience problems in designing and implementing an evaluation program. Seek help from colleagues, supervisors, or principal in making plans and examinations. Check with them to see what types of evaluation instruments they have used—how they have used them, how often, and for what reasons.
5. *Be positive in all aspects of evaluation.* Review your college course notes in thinking about evaluation plans. The type of tests beginning teachers make are expected to be somewhat less than perfect. Don't grow discouraged; simply analyze and improve. Keep plugging.
6. *Plan effectively.* Make your evaluation plans continuous. Within these evaluation plans, be as specific as possible and always be sure the plan is based on student growth and self-evaluation.
7. *Practice.* One of the best ways to improve at something is through practice. Evaluation is no exception; practice is necessary, as is evaluation of that practice.
8. *Be patient.* Don't be too quick to judge students—or yourself. Never jump to unfounded conclusions. Give all involved a chance. Your students may surprise you!

PRINCIPAL CRITICIZES TEACHING METHOD

Kathy Murphy's teaching situation is far from perfect. The students are in the bottom third of the school in achievement, and most are planning to leave school as soon as they reach sixteen. Ninety percent of the school's discipline problems at this grade level come from Kathy's students.

When Kathy began teaching, she was determined to get the students more excited about school and about learning in general. She suggested contract evaluation to her students so that they could work at their own pace and know clearly what was expected of them. After receiving the principal's approval, she proceeded with this plan.

The students were eager to try this new approach, and initially everything went well. For those students completing contracts early, Kathy had established interest centers in the classroom where students could read, listen to cassettes, or play games like checkers, chess or Scrabble. She had even created a Learning Activity Package on how to play chess, hoping to interest some students in the game.

On the fifth day, when several students had finished their contracts, Kathy checked over their work for completeness and accuracy. Three students were permitted to move to activities of their own interest and went to the back of the room to play a game of Scrabble.

Toward the end of the period, the door opened and Mr. Wilson, the principal, walked in and said, "Ms. Murphy, may I see you in the hall?" In the hall Mr. Wilson said, "Ms. Murphy, I am afraid, like many beginning teachers, that you still have a great deal to learn. School is not a place for play—and particularly with this type of student. They need drill, drill, and more drill. Their problem is that they want to do nothing but play, and we cannot encourage that, can we?"

Questions for Thought and Discussion

1. What is the contract method of teaching? How does it differ from more conventional methods? What specific purposes does it serve? Are any hazards involved?
2. Do you think the contract method works better with good students than with average or below-average students?
3. What is an interest center?
4. What is a Learning Activity Package (LAP)?

Project

1. Role-play the rest of the interview. Write three possible answers that Kathy might have given Mr. Wilson, and tell the effect that each might have had.

STUDENTS SENT TO PRINCIPAL WHEN THEY CAUSE PROBLEMS

Brenda Marshall is a beginning fourth-grade teacher at Cumberland Elementary School. Three minority boys in her class create discipline problems which she cannot handle. Brenda has tried different methods and recently resorted to sending the boys to the principal's office several times each day when

they interfere with her teaching. She has difficulty getting the boys to do their schoolwork even though they have been tested and placed at this level. The principal has disciplined them, and their parents have been made aware of the situation; yet, the boys have continued to be problems for Brenda and do not finish their assigned work. Finally, when report cards came out for the second reporting period, the three boys received all F's. The irate parents came to the school; yet, Brenda's attitude remained unchanged. She did not know how else to handle the boys because the principal's suggestions did not seem to work and her attempts at evaluation were failing completely. She felt lost and discouraged.

Questions for Thought and Discussion

1. How might the principal or supervisor have worked with Brenda? Discuss.
2. What could Brenda have done to ease the difficult situation with these boys?
3. Does it seem to you that the boys have been evaluated and placed properly? Discuss.
4. Discuss Brenda's lack of communication with the parents and its effect at report card time.

Projects

1. List ways you might have worked in the classroom with these boys.
 2. Discuss how Brenda's lack of specific evaluation techniques may be increasing the intensity of this problem.
 3. How would you improve on Brenda's evaluation techniques? Draw up a workable plan.
 4. Make proposals that might benefit and possibly eliminate this situation for Brenda. Use a detailed format.
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PRINCIPAL DISAPPROVES OF PAIRING OF STUDENTS

At Franklin High School, the social studies classes are all heterogeneously grouped. As a beginning teacher, Bert Campbell thought this practice to be less than desirable, since he was having difficulty learning how to pace his lessons so that each student had something constructive and interesting to do throughout the designated class period. By the end of the second month of school, he decided to spend the last twenty minutes of class each day having pairs of students work together on specific items they needed to know. He paired slower students with faster ones and encouraged them to engage in teaching-learning activities. The students were delighted with this new procedure, and they appeared to be making considerable progress as they worked together. Some reviewed spelling words related to the lesson, and some worked on projects. The faster students experienced the satisfaction of helping someone to learn, while the slower students realized the benefits of individualized instruction. In many cases, their roles reversed. Sometimes the sessions were somewhat noisy, although the noise was productive noise.

Without warning one day the principal called Bert into his office and mentioned that some of the other teachers had suggested that Bert's idea of pairing students would, in the long run, present too many evaluation problems for Bert. In the course of the conversation the principal suggested that Bert no longer pair students but let them work individually and be evaluated accordingly.

Questions for Thought and Discussion

1. What special evaluation problems occur when classes are heterogeneously grouped?
2. Do you think Bert's idea was a good one? Why or why not?
3. Do you foresee any problems that might result from it?
4. If so, what might be some solutions to the problems?
5. Why do you think other teachers thought it might interfere with evaluation techniques?

Projects

1. Prepare a lesson plan in which students could be paired in the manner Bert was using. Explain how it would work and what role the teacher would play.
 2. List possible benefits to students of Bert's method of pairing.
 3. Present ideas for new directions Bert might take in working with these students as a result of the principal's request.
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CHAPTER 7

Succeeding as a Teacher

Some beginning teachers can easily identify with students in the early stages of their teaching, while others may find the identification process more difficult to achieve. A primary reason for this problem is that for some beginning teachers, their previous experiences in identifying and working with children may consist of little more than a six- to nine-week pre-service teaching internship in the latter part of their college careers. Other than that real experience, their contacts with children may have been limited to paper exercises in teacher preparation courses and perhaps a few observation sessions in school classrooms. Some beginning teachers who feel more at home with their subject matter than with their pupils may find difficulty in identifying with pupils (and their needs) throughout their teaching careers. On the other hand, it is sometimes those who are most at home with what they are teaching who can learn to simplify subject matter so that students can better comprehend it. When you plan and teach in this manner, you are actually communicating better to students, students are understanding and relating more to you, and the whole identification process is working effectively. The balance between identifying with subject matter and identifying with students is not easy to comprehend and predict; yet a happy medium along that continuum must be achieved.

One way to view the apparent discord between identification with subject matter and with pupils is to reflect upon the development of teaching theory. It was once thought that the only competence required of a teacher to teach a given subject effectively was knowledge of the particular subject. The thinking then shifted to the concept that knowledge of students was all that was needed for teacher effectiveness. From that thinking evolved the belief that it was necessary for the teacher to have both competencies—knowledge of the subject matter *and* knowledge of the student. Currently, scholars such as Combs, Jersild, and Rogers contend that in order to be effective with students, a necessary prerequisite for teachers is first to know and understand themselves.

Through knowledge of yourself, you can analyze the effect of your behaviors on student learning. Student responses are determined to a great extent by the teacher; therefore, the teacher cannot understand the pupil fully unless the self is understood first, i.e., pupil response is most successful when the teacher knows the self first and is able to communicate this understanding to pupils. Teachers must also see the self through others and be aware of their role in initiating pupil responses and discovering student talents. Self-confidence is a natural basic corollary to self-knowledge. Teachers must have self-knowledge and an understanding of their own motivation and patterns of behavior in order to be able to identify with others. Self-knowledge is basic to an understanding of students as well. When the beginning teacher practices self-acceptance, pupils in turn can be helped in self-understanding and self-acceptance. This self-understanding and self-acceptance can be gained only through interaction with other teachers and pupils. Teachers must accept themselves as society and/or the pupils in the classroom see them, but teachers can only know how others view them through their interactions and communications with pupils.

Beginning teachers enter their careers with rudimentary attitudes, skills, and abilities. These traits need to be constantly assessed by teacher, pupils, and others. This process will add stability to classroom procedures as you, with increased self-confidence, work with students.

Experience, self-acceptance, and self-confidence are qualities which will help you, the beginning teacher, succeed in your career. Understanding and meeting of the self do not come overnight or automatically. Instead, the process is a maturing one that comes with increasing realization of responsibilities. It is a stage that needs a great deal of inner analysis and soul searching, as well as an awareness of the strengths and weaknesses within, followed by acceptance of these discoveries. At that point, you are no longer a neophyte teacher. You are on the road to many teaching successes—it all depends on you!

The Beginning Teacher: A Practical Guide to Problem Solving is a realistic, comprehensive approach for beginning teachers, college personnel who train teachers, and present K-12 personnel who work with beginning teachers. As such, it will be especially suitable for in-service and pre-service training workshops, seminars, or independent study.

Early readers of the manuscript were enthusiastic about the practicality of this handbook in NEA's Aspects of Learning series as evidenced by these remarks:

"Practical, comprehensive . . . written in a lively style, with numerous illustrative studies and creative ideas for discussions and projects by all teachers, not just for beginners."

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The Beginning Teacher: A Practical Guide to Problem Solving is developed around these six key areas: Transition to Teacher, Professionalism, Relationships (with students, parents, other teachers, principals, supervisors, school staff, and visiting consultants), Lesson Plans, Discipline, and Evaluation. A theoretical base is first established for each area and then followed by appropriate case studies. The case studies are followed by questions for thought and discussion as well as by suggested projects. In this way, readers work through problems and arrive at their own solutions. The solutions will, of course, be unique to the situations in which individual teachers find themselves.

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